Northwestern State University

School of Business

Fifth Year Maintenance Report

2019

Northwestern State University – School of Business

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Engagement, Innovation, and Impact

For over 135 years, Northwestern State University (NSU) has been dedicated to educating students to enter the workplace, professional schools, and graduate schools. NSU is accredited by the Southern Association of Colleges and Schools (SACS) to award associate, baccalaureate, master's, specialist's, and doctoral degrees. In addition to the main campus, NSU has permanent facilities in Alexandria, Leesville, Marksville, and Shreveport and offers instruction at other centers through compressed video. NSU houses the state's only designated Honors College whose students are enrolled in majors throughout the university including the School of Business (SoB).

NSU's SoB continually strives to create an educational environment that develops students and advances knowledge and impacts our economy. From Fall 2014 through Fall 2018, the School of Business has experienced a 22% growth in our student population. To keep up with our growth, we have hired 12 new people which includes 3 new tenure-track faculty positions, the Charles Ragus Chair, 1 full-time instructor, and 7 adjuncts/part-time faculty. We also hired another full-time administrative assistant specifically assigned to faculty. This growth further bolsters the SoB in aligning itself with the mission, vision, and values of the university. Faculty and staff are committed to providing its diverse student population with engaging, innovative, and impactful experiences through experiential learning, internships, service learning, case studies, and practice sets.

Engagement: Real-world, hands-on learning is a key component of a successful business education.

Interdisciplinary Engagement

- Awarded, with the Gallaspy Family College of Education & Human Development and the Orchard Foundation, a 4.5 million-dollar grant from the United States Department of Education to assist in training middle school teachers in STEM fields. Computer Information Systems (CIS) faculty will help train a new cohort each year. The first cohort, starting in August 2019, consists of 11 math and science teachers.
- Collaborated closely with the National Center for Preservation Technology and Training (NCPTT) in the creation and development of mobile applications to be used in field work. The program allowed their researchers working with historical sites to help date the buildings and store GPS coordinates.
- Collaborated with the Department of Psychology to create a concentration in Industrial Organizational Behavior that is available in the BS in Addiction Studies and the BS in Psychology. As of 2018, there were seven students in this program.
- Engaged with the department of Fine and Graphic Arts in the NSU School of Creative and Performing Arts to develop the Interdisciplinary Design concentration. The concentration allows students to take 30 hours comprised of 18 hours of graphic design courses and 12 hours of CIS courses. In addition, the CIS department updated their Web Development concentration to allow two electives from Fine and Graphics Arts. These curriculum updates, proposed in 2018 and implemented in the Fall 2019 catalog, help introduce interdisciplinary concepts between two related fields and prepares the students for career paths that merge web development and graphic design.
- Involved six students in the design and creation of 3D printed props for the Department of Theatre and Dance. Some of the created props were a clawed glove used by the wolf in a production of "Into the Woods" and chain mail and a crown used in the production of "Rosencrantz and Guildenstern are Dead". This opportunity allowed students to use the innovative 3D printing technology in a creative and practical purpose.

Professional and Community Engagement

- Faculty and students regularly engage with professionals in their field and the regional community through in-class presentations, educational and professional organizations, and events outside of the classroom (i.e. NSU day at General Dynamics Information Technology (GDIT) where 20+ students visited the GDIT headquarters in Bossier City).
- The SoB Advisory Council is made up of prominent alumni and local business leaders with the goal of aligning the needs of our stakeholders with our academic offerings. These advisory board members are major supporters of the SoB and frequently provide financial support and employment opportunities for students. Advisory council members meet on campus every year to discuss what is happening in industry, give feedback on the curriculum and other areas, and hear about what our faculty members and students are doing. Students present their areas and interact with the advisory council members. In Fall 2018, six students gave four presentations to the CIS advisory board members about their senior projects or their experiential learning experiences. In Fall 2017, a student discussed her internship experience at the FDIC. The Student Advisory and Outreach Board (SAOB) has also given feedback on their activities during the year to the Advisory Council.
- The GDIT Academic Summit brings together GDIT leaders and higher education administrators and faculty to ensure a strong connection. In Spring 2019, we brought two students to hear about what was happening at GDIT and the needs of industry.
- The SoB hosts the Walter Porter Forum each fall. The event brings into the SoB prominent business figures that engage with our students, provide lectures, and offer networking opportunities. Past topics have included Time's Up!; It's Not Business as Usual; Celebrating the Past, Present, and Future of Business and Technology; and Enron & Beyond.
- Students can get involved in several organizations including the Association of Information Technology Professionals (AITP), Beta Alpha Psi for finance and accounting students, and Phi Beta Lambda-Business Professionals of America. Beta Gamma Sigma and Epsilon Delta Psi are Honor Societies available for eligible students. The SAOB provides student input to the dean and faculty of the business school. Selected SAOB members participated in The Heartbeat of the Region sponsored by the England Airpark & Community where they were able to network with business professionals from the Central Louisiana area. Students in these various organizations participate in regional and national competitions and conferences and have over 100 state and national awards since 2014.
- The SoB has held Business and Industry Showcases since 2017 where students make presentations to community and business leaders. Presentations include business pitches from the Inferno challenge, experiential learning projects, and class projects.
- During homecoming week, the SoB honors regional businesses in odd years and business leaders in even years by recognizing and inducting them into the school's Hall of Distinction. Recent inductees include Southern Scripts, General Dynamics, Nikki Ceaser Small, Rob Robertson, and Thomas Wright.
- The SoB has hosted nine continuing education sessions since Fall 2015 where legal and accounting professionals in the community could earn continuing education credits.
- SoB faculty and students have visited local and regional companies including International Paper, Alliance Compressors, GDIT, Century Link, and Southern Scripts. We entered a partnership with GDIT that includes 2.5 million dollars over ten years to develop skills needed by their workforce.

- The SoB had guest speakers in and outside of the classroom. Some examples from 2018-19 include
  - Monty Chicola, "History of Real Vision Software", CIS 3900
  - Nick Courville, CPA, Heard, McElroy & Vestal, "Building More Effective Relationships Accounting Opportunities", ACCT 3190
  - Aimee Fallon & Randee Knapp, Natchitoches Regional Medical Center, "Proper Hiring and Firing of Employees", MGT 4270
  - James P. Kilcoyne, Retired-Director of Small Business Development Center and Business Consultant, "Crafting Your Elevator Speech", BUAD 4900
  - Emily Leahy and Malia Wollerson, Heard, McElroy & Vestal, "Taxes", ACCT 3180
  - Ron Martin, "Professionalism & Ethics", CIS 1015
  - Rickey McCalister-Natchitoches Planning and Zoning Commission- "Land Use Controls and Property Development"; David Stamey-Natchitoches Clerk of Court- "Title Records"; and Lesley Ramian-Natchitoches Hometown Mortgage- "Real Estate Financing", FIN 3150
  - Dr. Niesha McCoy, University Relations Recruiter, Talent Acquisition, General Dynamics Information Technology, Inc., "Interviewing for A Job: What Employers Are Seeking", BUAD 4900
  - Dallas Owens, "Professions at Carmax", FIN 3090
  - Lewej Whitelow, "IT Consulting", CIS 1015
- Five students have completed internships with the FDIC and have gone on to work with the FDIC after graduating. These opportunities arose from classroom visits from Chad Wilson on potential career opportunities with the FDIC in the FIN 3090 class.
- The SoB faculty completed more than 5,000 consulting hours for the community during the 2015 – 2019 period.

Innovation: A successful business education should find creative ways to produce value for students, employers, and the community. Rather than relying solely on traditional pedagogies, experimentation with new teaching methods is encouraged while recognizing that failure is an integral part of learning.[1]

- Implemented state-of-the-art video conferencing systems with recording capabilities in almost 100% of the classrooms allowing our professors to seamlessly transmit and record their lectures for students attending off-site locations, online students, and face-to-face students who miss class or wish to review. Online students can choose to attend a live streamed lecture or view the recorded live lecture at their leisure.
- Executed pedagogical innovations in the Classroom:
  - Peer review / peer teaching – Required research component in several sections in which students work in groups to develop and teach course content.
  - Mentor/protégé program – Created program connecting seniors and freshmen to provide support and increase retention.
  - Agile team methodologies – Implemented agile team methodology in team environments for the development of software projects to mimic industry required environments.
  - Leadership activities – Completed hands-on leadership activities, such as the egg drop challenge and the marshmallow towers, to initiate the team environment experience.
  - Electronic portfolios – Created electronic portfolios that can be shared, viewed, and graded electronically by the instructor in mobile-friendly formats.

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[1] Argyris, C. (2002). Double-loop learning, teaching, and research. *Academy of Management Learning and Education, 1*(2), 206-218.

- Developed multiple highly sought-after, industry-based concentrations: entrepreneurship, business analytics, cyber security, international business, and core programming. Developed a post-baccalaureate certificate in Data Analytics and an M.S. in CIS.
- Implemented Mendix University Partnership aligned to CIS capstone course. Mendix University Partnership provides low-code solution software to quickly develop software applications. Students are trained and industry certified in the system.
- Streamlined our connections with community colleges and graduate school opportunities by signing articulation agreements and reduced barriers to entry to graduate school programs.
- Conducted annual trainings for our faculty and staff with the goal of enhancing communication within our School and with our stakeholders. These trainings have included an Emergenetics workshop where faculty learned about their individual profiles; training by Julie Couret, Executive Coach, 7602 Coach: Your Source for Performance Management, on leadership and communication in the business world; and a demonstration of new technologies in the classroom by Corinne Hoisington.
- Collaborated with State Farm and established a virtual/augmented reality lab in Spring 2017 for students, faculty, and staff with the goal of exposing our internal and external stakeholders to new and exciting technologies that can be applied in the business world. The current goal of the virtual/augmented reality lab is for students to gain exposure to these technologies with a long-term goal of eventually establishing classes that will allow students to develop technologies in these areas.

Impact: A business education should be of high quality and make a difference through both high-quality education and impactful intellectual contributions. In addition to the traditional focus on providing business knowledge through teaching about theory, business programs are now expected to demonstrate how their programs and their students make a difference in business society.

Impact through Teaching and Student Success

Our students, during and after their degree program, have an immediate impact on the business and technology environment of the region. Their personal success and impact reflect on our program's personal success and impact.

Local and Regional Community Impact

- CIS faculty introduced more than 1,000 elementary and middle school students from local schools to programming through Girls who Code, NSU Demon Coding Club, and the Hour of Code programs. These programs are run by two CIS faculty members along with 5-8 students who dedicate their time to learn how to program using tools such as Codesters, Python, and Raspberry Pis
- CIS faculty initiated and/or supported the NSU Tech Clinic - Natchitoches Library, the Natchitoches City Park Program, the NSU Demon Coding Club with locations in Natchitoches and Rapides Parish. The CIS faculty also provided consulting information for the Natchitoches Parish Early Childhood Education Centers as well as provided technology support to the Elementary Lab and Middle Lab schools, including the continuation of coding lessons for 3rd - 8th graders.
- A management faculty member and her students collaborated with the graphic design department on a branding campaign with the city of Lecompte in order to update signage and promotion of the city.
- CIS engaged with the departments of Fine and Graphic Arts, Biology, Mathematics, and Engineering Technology in 2018 to work on an interdisciplinary science, technology, engineering, arts, and math (STEAM) project. The project involves student working together to study and design components of a sports car with a specialized Wankel engine that was donated through a grant with MAZDA. These

students gained experiential learning in a multidisciplinary environment to help prepare them for the modern work force. The project was recently featured on KALB News Channel 5 in central Louisiana.

- An economic analysis reported that the university had an economic impact of 428.2 million dollars for 2017-18. This impact is largely driven by the 314.3 million-dollar alumni impact. Our graduates drive the economic well-being of the Northwest and Central Louisiana region.
- SoB Business Administration faculty introduced the Inferno Pitch Challenge in 2018 as an opportunity for students to research and develop their own business plans. The program was done in conjunction with the Biomedical Research Foundation (BRF) and the Entrepreneurial Accelerator Program (EAP) to develop entrepreneurial activity in the region. Forty teams participated in the program in 2018 and 2019 and the top five pitched their idea in front of judges made up of business leaders. Faculty members served as mentors for students with entrepreneurial ideas and the winning idea was funded up to $3,000.
- SoB faculty implemented a Quality Enhancement Plan (QEP) designed to create experiential learning environments and engagement opportunities for our students and community partners in order to prepare our students to enjoy successful careers and be responsible citizens in the world of business. In alignment with our mission statements, the QEP, along with other inside classroom and international activities, provide these opportunities for student success.
- The SoB has been nationally recognized for the excellence and value of our programs, especially online. Our CIS program ranked first in the nation by bestcollegereviews.com. This was the fourth time an education website ranked the program as one of the best in the country. In 2015, our Accounting program was ranked second in the country by two different external raters and our business administration program ranked in the top 10. In 2018, our Accounting program was ranked 15th in the nation. These accolades demonstrate our commitment to excellence.

University Community Impact

- Enrollment in the school has increased 22% from Fall 2014 to Fall 2018 as the result of targeted recruitment, expanded communication efforts, increased student-focused resources and satisfaction with our programs. As a result, our students are positively impacting our campus and our graduates are adding value to their employees and communities.
- A current business administration major is serving his 2nd year as President of the Student Government Association. He is also participating in the Lamar Governor's Fellowship program in Louisiana Government where each participant is assigned to work in a cabinet-level agency, participate in a weekly speaker series, and participate in field trips designed to enhance his or her overall experience and understanding of Louisiana government.
- The SoB has implemented and updated programs and classes that result in external certifications and state licenses that increase the impact of our school via our student's employability.
- Teaching and Advising Awards show the impact our faculty and advisors have on their students and advisees. At the university level yearly, each College is asked to submit one professor for the Excellence in Teaching Award. For academic years 2015-16, 2016-17, and 2018-19, the College of Business and Technology's recipient of the Excellence in Teaching Award has been a School of Business professor.

Alumni Impact

Our alumni are prominent in the world of business, politics, and academics. NSU School of Business graduates have served as University Presidents and Deans of Colleges of Business or Schools, CEO and CFO of Fortune 500 companies, and are advisors to highly respected political figures. See Appendix 1 for a listing of prominent alumni.

Research Community Impact

- The SoB faculty produced 244 nonduplicated intellectual contributions including 34 peer-reviewed journal articles, 51 presentations at academic conference, 21 proceedings, and 10 completed dissertations during the 2015 – 2019 period.
- Since 2014, our faculty publications have been cited 283 times.
- Our faculty members have won two conference Best Paper awards.

National and Global Impact

- Our AITP and Phi Beta Lambda/Business Professional of America student organization members have garnered 20 national awards since the 2015 visit.
- We have established several agreements with foreign universities including the University of Alicante in Alicante, Spain and Comfenalco in Cartagena, Colombia to exchange students and faculty members for teaching and research activities.

Business/Practice Impact

The School of Business faculty members have had an impact on practice primarily through the quality of their consulting and the level of community support we offer. Our faculty members and students have been invited by business and industry partners to give presentations and workshops for a variety of organizations such as Alliance Compressors, Outpatient Medical Centers, Bolton Realty, City of LeCompte, Grant Parish Chamber of Commerce, and the Northwest Louisiana Small Business Development Centers. Also, several faculty members have been invited by the Provost to provide informational presentations and workshops at our faculty institute. Therefore, we have impacted our community and region as well as our university.

Overall, the School of Business faculty, staff, and students have sought and will continue to seek opportunities to continue to engage, be innovative, and impact our university, our community, and our region.

Institutional and Business School Overview

Situational Analysis

Factors Impacting Our Mission and Operations

Historical factors. Established as a teacher's college in 1884, NSU is a public, regional four-year degree granting institution and part of the nine-institution University of Louisiana (UL) System. The college eventually expanded and includes 95-degree programs housed in four colleges – College of Arts and Sciences, College of Business and Technology (CoBT), Gallaspy College of Education and Human Development, and College of Nursing and School of Allied Health. The main campus is in Natchitoches, Louisiana. NSU's 916-acre main campus is an integral part of the city and region with an economic impact

of $428.2 million[2]. In addition to the main campus, NSU has permanent facilities in Leesville, Marksville, and Shreveport and offers instruction at other centers in central Louisiana through compressed video. NSU's Fall 2018 enrollment of 10,979 was its largest ever. The School of Business enrolled 1,140 students.

The Louisiana Board of Regents coordinates all public higher education in Louisiana and their policies are administered by a staff headed by the Commissioner of Higher Education. The UL System is one of four systems in Louisiana and is governed by the 16-member Board of Supervisors appointed by the governor (including 1 student member elected by the SGA Presidents). The current President of the UL System is Dr. Jim Henderson, an NSU alumnus and former President of NSU. The UL System Board of Supervisors appointed Dr. Chris Maggio, also an alumnus, as President of NSU in 2017. The University Provost is Dr. Greg Handel and the Dean of the CoBT is NSU alumna Dr. Margaret Kilcoyne. The School of Business (SoB) is part of the CoBT along with the Department of Engineering Technology. The SoB also includes Hospitality, Management, and Tourism (HMT) which is not part of the AACSB review.

National factors. Since our 2015 peer review team on-site visit, the meltdowns in financial institutions, layoffs, cutbacks, and an economy in recession are no longer factors. The national economy is robust and vigorous with an unemployment rate of 3.7% as of July 2019. There are healthy returns in the financial markets which has allowed school's endowment funds to rise and provide additional funds.
Federal student aid programs have a major impact as many of our students use loans and grants to pay tuition and other expenses. This topic has been widely debated and the future of these programs is unknown. A reduction in funding of for-profit universities may benefit NSU and the SoB as would federal funding of public tuitions. The cancelling or reduction of existing debt may result in higher fundraising and the return of students to finish their degrees.

State factors. As a public university in Louisiana, our funding is very sensitive to state finances which are closely tied to oil and gas prices. The Louisiana constitution protects almost all budgetary items except health care and higher education. This lack of protection resulted in deep cuts to education long after the end of the financial crisis. As shown in Table 1, approximately 73% of Louisiana's colleges and universities funds are self-generated and 27% are state supported.

Table 1. A Comparison of NSU's Budget – 2015-2016 to 2018-2019

Years	2015-2016 [actual]	2018-2019 [budget]
State-Funds	$21,128,621	$21,495,577
Interagency Funds	$ 74,923	$ 74,923
Self-generated Funds	$46,810,045	$57,552,127
Total	$68,013,589	$79,121,627

Note: NSU's Operating and Other Funds Budgets and Personnel Schedules - 2016-2017 and 2018-2019.

This situation represents a reversal of the funding formula from before the crisis. It was not until the summer of 2018 that the state of Louisiana approved a standstill budget for colleges and universities and full funding for the Taylor Opportunity Program for Students (TOPS) which pays a large portion of the tuition for in-state students. A large percentage of NSU students receive tuition assistance through TOPS. This move provided more certainty of funding. In 2015-2016, the School of Business' operating funds were $2,260,710 and increased by 43.5% to $3,244,479 in 2018-2019.

Local Factors. The local area around NSU has not been experiencing growth. Major employment sectors in Natchitoches Parish include education, health care, and manufacturing as well as retail trade and tourism

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[2] http://news.nsula.edu/home/nsu-has-428-million-impact-on-region/

industries.[3] Natural gas production in the Haynesville shale peaked in 2011 before declining precariously through 2017. As the overall economy recovered, the local economy suffered. However, production in the area has started to rise in 2018-19.[4] This rise potentially has a two-fold impact on the SoB. Greater wealth in the community positively affects fundraising activities and employment opportunities for our graduates. However, potential students may seek employment rather than education. The SoB sees this as an opportunity to provide ongoing education to students in the workforce primarily through online offerings. As part of this, the school plans to develop relationships with major employers to meet the needs of their employees

Institutional Factors. NSU is accredited by the Southern Association of Colleges and Schools (SACS) to award associate, baccalaureate, master's, specialist's, and doctoral degrees. The SoB received initial AACSB accreditation in 1996 and was reaffirmed in 2004, 2009, and 2015. The AACSB International designation fortifies NSU's reputation and affords our stakeholders assurance as to the strength and excellence of the SoB. The average class size for the SoB is based on the 11 required business courses. In 2013, the average class size for these classes was 22 students. In 2018, this has risen to 24 students for face to face classes and 27 for online classes.

Programs such as the Academic Advising Center, International Student Exchange Program, Counseling and Career Services, and the Student Support Services nurture student success and enhance intellectual growth. Our students are provided access to more than 100 student organizations (http://nsula.orgsync.com/) which allows them to enhance their social skills, academic skill sets, knowledge, leadership skills, and character. Through other extracurricular activities and events, our students can become well-rounded students.

Advantages and Disadvantages

A SWOT analysis, as shown in Appendix 2, helps identify the advantages and disadvantages in reputation, resources, sponsors, and supporters.

Reputation. Our historic reputation is based upon our core strengths. Figure 1 includes a list of these core strengths. In 2017, our CIS program was rated as fifth in the nation.[5] This honor was the fourth time that an education website ranked the program as one of the best in the country. In 2015, our Accounting program was ranked second in the country by two different external raters.[6] In 2018, our Accounting program was ranked 15th in the nation.[7] These accolades demonstrate our commitment to excellence.

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[3] See https://nca-la.com/regional-data/unemployment-rates/ and http://www.laworks.net/Downloads/LMI/Bulletin_July_2018.pdf
[4] https://www.eia.gov/todayinenergy/detail.php?id=37033
[5] See https://www.nsula.edu/six-online-programs-ranked-in-top-10-nationally/b.
[6] See https://www.nsula.edu/northwestern-state-accounting-program-no-2-in-country/ and http://bossierpress.com/nsu- accounting-program-ranked-second-in-the-country/.
[7] See https://www.topaccountingdegrees.org/affordable-online-accounting-degree/.

❖ **AACSBI accredited (Reaffirmation 2015), driven by highly motivated, dedicated and diverse faculty with international travel exposure.**	❖ **Successful experiential learning opportunities, internship/coop program; one example is the US DOE/Orchard Foundation Grant**
❖ **Three strong business majors – Accounting, Business Administration, and Computer Information Systems - providing good employment opportunities that meet the Louisiana Workforce Commission five-star jobs.**	❖ **Accessibility of programs - online, face-to-face, and compressed video offerings of all three degrees**
❖ **International presence in several countries like Colombia, France, Spain [dual degree], and China**	❖ **Technology supported from special student fees and lab fees**
❖ **Reasonable tuition costs**	❖ **National and regional recognition of Phi Beta Lambda/Business Professionals of America (PBL/BPA) and Association of Information Technology Professionals (AITP)**

Figure 1. NSU SoB Core Strengths

Resources. The State of Louisiana committed to reinvesting in higher education for the 2018-2019 academic year. Although there was the passage of legislation to fully fund the TOPS program, Louisiana continues to ask students to bear more of the costs of education. To help relieve students and address budgetary needs, universities and colleges must proactively identify other funding sources that will allow them to maintain and expand their programs and operations. Our School of Business has identified, in addition to its operating budget, other funding sources to support the School's mission, vision, and strategic initiatives. Figure 2 shows these sources of funding. Further, given the new realities of the funding ratios for the university, the School is aggressively seeking alternative methods of funding to continue to meet and exceed its current goals and achieve future ones.

Additionally, our students have access to non-academic resources such as Campus Living Villages, Counseling and Career Services, Dining Services, Disability Services, Financial Aid and Scholarships, First Year Experience and Leadership Development, Job Location and Development, Wellness and Recreation Activities Center, Service Learning, Student Activities and Organizations, and Student Employment.

Source of Funding	Explanation
University Technology Fees	Student Technology Advisory Team (STAT). They disperse funds based on submitted technology proposals by department
SoB Operating Budget	Operating funds for our unit; includes faculty salary and fringes.
Academic Enhancement Funds	Proposals for classroom enhancement which could include furniture, equipment, software, etc., but are not limited to these areas
SoB Class Lab Funds	Funds are used to purchase hardware and/or software for the school's labs
Endowed Professorships	Awarded to professors who direct and control the expenditure these funds for professional development activities, professional membership fees, research enrichment activities and equipment and/or professional related software. (1) Sixteen funded endowed professorships awarded; (2) one endowed chair; and (3) six additional funded endowed professorships will be awarded for 2019-2020.
School of Business Endowed Professorship Spend-down Funds	Increased market value of the Endowed Professorship funds accumulated over the lifetime of the EP has generated additional monies for the faculty use.
Non-Restrictive/Other Funding Sources at NSU Foundation 1. *SoBus Director's Fund* 2. *Accounting Fund* 3. *CIS Enhancement Fund* 4. *J. Walter Porter Forum Fund*	• Use of funds - equipment, professional development for the faculty, recruiting, reception (public events), and professional membership. • Use of funds - acquire software licenses, etc. • Use of funds - give scholarships, purchase equipment, hardware and software. • Use funds to host a speaker series, for marketing expenses, for speaker fees if applicable, and for the luncheon for staff, faculty, senior students, and the members of the business community.

Figure 2. SoB Sources of Funding

Sponsors and Supporters. The School has also garnered sponsorship and support from various businesses and industry partners. The annual J. Walter Porter Forum sponsored by the J. Walter Porter family brings guest speakers to campus to assist students with their transition from school to the world of business (this program is currently in its 52nd year). Other supporters include State Farm, CenturyLink, Roy O. Martin, GDIT, IBM, and Microsoft among others. Again, the local, regional, state, and global community have embraced the NSU's School of Business. As of 2018-2019, the school has sixteen funded and awarded endowed professorships; one endowed chair; and three additional endowed professorships that are funded and generating interest and are anticipated to be available for the academic year 2019-2020. Historically, initial funding at the $60,000 level was supplemented with $40,000 from state funds for the establishment of an endowed professorship. Moving forward, the initial funding level must be $80,000 which is then matched with state funds of $20,000.

A sponsorship example for the NSU SoB was the establishment of the Charles Ragus Family Endowed Chair. This chair has enabled the SoB to attract an eminent scholar, a nationally or internationally recognized accounting/financial management expert and scholar, who would be directly involved with areas related to the business degree program. The most recent recipient of this prestigious award, Mr. Ted Jones, has taught Ethics in Business and other topics since 2015. Unfortunately, Mr. Jones passed away in August 2019 and the SOB is conducting a search for his replacement. The SoB appreciates the level of commitment

from its current sponsors and supporters while recognizing the need to search for additional partners to support its mission and vision.

Forces that Challenge Our Future

University College Changes
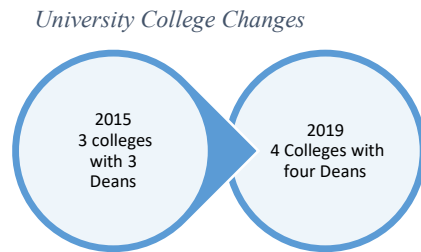
Figure 3. Organization's Structural Changes

NSU has seen tremendous organizational changes. In 2015, NSU had three colleges and three deans. Many nonproductive programs have been streamlined or eliminated. However, since the creation of the College of Business and Technology has been implemented, the School of Business has flourished.

Internal. Internal forces that have challenged the University and the school include (a) low faculty pay by regional and national standards with the only faculty increase since 2014 being in Fall 2017; (b) faculty composite with possible retirements looming in the next 3 to 5 years; 6 full-time faculty members either retired or relocated during or after the 2018-19 academic year; (c) delayed fulfillment of administrative and faculty positions; and (d) need for increasing external donations. Despite these challenges, we have continued to move the School forward by seizing and using these growth opportunities during various seasons of change.

Environmental. Environmental forces that have challenged NSU and the SoB include (a) no public transportation, (b) little or no entertainment opportunities for the university students, (c) limited local student job/internship opportunities due to rural location and limited major businesses and/or industries, and (d) limited business student interest in experiential learning opportunities like studying abroad and internships and coop experiences. In addition, the present financial climate makes recruitment of new students and retention of current students difficult. Further, the quantity of regional and Louisiana high graduates is decreasing while an improving economy pulls students from the educational market which means the students may stay in their home regions. As a positive, a group of young business professionals, many of them recent alumni, are working to create entertaining activities the community.

Competitive. The SoB is ever wary of the sundry of competitive forces that challenge it and continues to look for ways to retain and attract students and faculty. Those competitive forces that drive our innovation are:

- Strong competition for students and budgets among the other universities in Louisiana
- National faculty pay scales that increase expectations making faculty recruitment and retention difficult with higher salaries from competing schools draw away SoB faculty
- Increased competition by other universities in the online course delivery.

Opportunities to Enhance Degree Offerings

NSU is constantly seeking opportunities to enhance its degree offerings as it is attempting to increase its enrollment as well as continuously improve its offerings for existing students. The SoB has one degree that is subdivided into three majors: Accounting (ACCT), Business Administration (BUAD), and Computer and

Information Systems (CIS). The SoB augments these majors with concentrations. Within the BUAD major, there are concentrations available in Finance, Management, Marketing, International Business, Business Analytics, and Entrepreneurship. International Business, Business Analytics, and Entrepreneurship have been added since the last visit. Concentrations within CIS are available in Application Development, Networking & System Management, Web Development, Core Programming (to be eliminated in 2019), and Cyber Security. The SoB is always searching for more opportunities to increase the number of concentrations. The SoB offers a Post Baccalaureate Certificate (PBC) in Business Analytics and is seeking approval to add an Undergraduate Certificate (UC) in Business Analytics and an MS in Computer Information Systems.

To enhance access to our degree program, NSU has 2+2 agreements with several community colleges and Barksdale Air Force Base (BAFB). These articulation agreements attract new students, increasing the international student base with various countries. We are developing business transfer credit opportunities with the Louisiana Technical and Community Colleges schools. This collaboration provides for an even more diverse student population to participate in course discussions and enhance our degree.

Another exciting opportunity is the economic technology boom in the North Louisiana-emerging technology sector called "North Louisiana Innovation Corridor."[8] To ensure that our local and regional community can also participate in business education opportunities, the Dean and various faculty members seek opportunities for the students to have real world simulations, internships, co-op opportunities and continuing educational opportunities for businesses. This experiential learning allows for the creation of business certifications that can translate into credit hours if applicable. All three majors are available online. The school also continues its quest to eventually establish a Global Entrepreneurship Center with an incubator for small businesses. This center will permit the school to develop stronger ties with business alumni which allows for further enhancement of our degree and its majors

Progress Update on Concerns from Previous Review

After the 2015 reaffirmation visit, the letter from AACSB noted two concerns. These concerns and the response to these concerns are discussed in Figure 4.

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[8] http://www.nlep.org/Site-Selection-Key-Industries-Technology.aspx

Associated Standard & Issue	Update
Standard 15: **FACULTY QUALIFICATIONS AND ENGAGEMENT** The B.S. in Computer Information Systems was excluded from the scope of review. In Spring 2013, ten core business classes were added to the CIS curriculum, making it a business program. Faculty qualifications for CIS faculty for Fall 2014 met the 50% AQ standard (60%) but did not meet the 90% AQ+PQ standard (84%). The School should develop a plan to meet all faculty qualification standards and add this program to the scope of their next review.	Response: Since the previous review, the Computer Information Systems program is now included in the review. The CIS faculty set a goal to have their full-and part-time faculty members meet the faculty qualification standards. Our CIS program diligently worked to ensure that all faculty members meet the academic and/or professional qualifications. As of the 2018-2019 academic year, the Computer Information Systems faculty achieved the goal with 67.4% in the SA category and 90.4% in the SA + PA + SP + IP category. In addition, four CIS faculty have earned their doctorates in their respective areas of study and one is completing doctorate courses.
Standard 4: **CONTINUOUS IMPROVEMENT** The School of Business is expected to initiate activities to address reporting expectations and internal policies, procedures, strategies, and expected outcomes to move the School into alignment with AACSB's 2013 accreditation standards which will be the basis of the Continuous Improvement Review that will occur in the academic year 2019/20.	Response: To implement new standards, faculty decided to streamline reporting mechanisms for better alignment for capturing and reporting required data needed for the CIR. Internal policies highlighted new AACSB's 2013 accreditation to demonstrate engagement, innovation, and impact activities. Curriculum vitae formats, yearly Faculty Activity Reports, yearly Faculty Goals and Objectives Report, and merit instruments have been revised to reflect the necessity of reporting this insightful information. Surveys were generated to compile data. In addition, several faculty lead teams were created to ensure coverage of all standards were being met. See Strategic Management section for a detailed analysis of our strategic management process. Based on feedback from consultants and further review by the faculty, the SoB faculty increased the standards for academic qualification and professional qualifications to what is included in Appendix 9. These new criteria are based on research of other AACSB accredited universities and align with the mission and vision of the Northwestern State School of Business. The SoB Merit Committee will update the SoB Baseline Qualifications Sheet in Fall 2019.

Figure 4. Items Identified in Last Peer Review Visit

Four Areas of AACSB Business Accreditation

Strategic Management and Innovation

Strategic Management Planning Process and Outcomes
Figure 5 depicts our strategic management planning process.
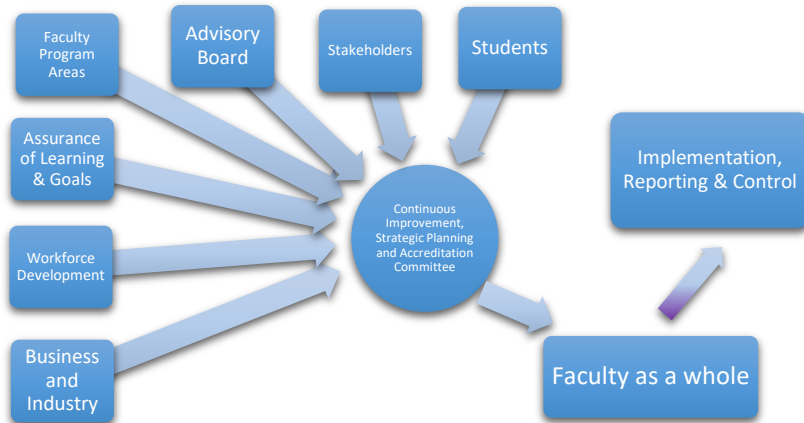
Figure 5. Planning Process Inputs

The SoB management team consists of a Dean of the SoB, two faculty coordinators—one in accounting and one in CIS, a business programs facilitator and a coordinator for outreach and special projects. The SoB management team coordinates the scheduling of classes, the advisement of students, the maintenance of curriculum currency, and outreach activities. Collaboratively, the management team works with the Continuous Improvement, Strategic Planning, and Accreditation Committee (CISPAC), faculty members, and students to ensure that the strategy is met. Appendix 3 includes a listing of SoB committees. The CISPAC Committee includes representatives from all three majors and all faculty levels so that it is not overly invested to any group.

At the beginning of each academic year, stakeholders review the mission statement, vision, AoLs, strategic plan strategies and financial strategies. All members understand that processes and initiatives are to be continuously revisited to ensure that they are aligned with both the university and the SoB's mission and vision. Weekly SoB lunches, Lunch and Learn Programs, and advisory board meetings contribute to an open dialogue among faculty, staff and community partners. We have established a platform for faculty members to discuss what is currently being taught and expected of students in their respective classrooms. This initiative provides us with the knowledge and resources faculty need to support our students and one another as well as our community partners in innovative and engaging ways. Annual assessment reports for SACS also provide feedback and input on possible changes to the strategic plan. Appendix 4 contains the BUAD 2018-2019 Assessment Report. Additional assessment reports can be found at https://www.nsula.edu/institutionaleffectiveness/. When appropriate and applicable, adjustments have been made and will continue to be made by the committees and ultimately approved by all stakeholders.

In Spring 2015 the University began developing its vision, mission, goals and strategic plan that went into effect in January 2017. The CISPAC initiated a review of the SoB vision, mission, and goals and strategic plan to ensure alignment with the University. In the Fall of 2017, the faculty engaged in the first of two School of Business Strategic Planning Workshops. At this initial meeting, there was a robust discussion as

to who we are as a School of Business and what we want to be. Appendix 5 shows the details of who we are, where we need to be, and where we want to be. Also, we identified and discussed revising the collection of engagement, innovation, and impact activities to reflect the new accreditation standards and any other additional actions the faculty wished to enact over the 2018-2023 strategic plan time period.

External stakeholders' input as well as student input were sought and any proposed revisions to the vision, mission, and strategic goals were included. In October 2017, the SoB Advisory Board and the SAOB met with CISPAC to provide their input into the strategic plan. After these initial meetings, CISPAC worked on developing a strategic plan that incorporated the core values and the various viewpoints of the faculty, alumni, community and business leaders, and business students. In Spring 2018, the SoB faculty members met for the second workshop and approved the revised mission statements among other business related to aligning our strategic plan with the NSU strategic plan which can be found at https://www.nsula.edu/documentprovider/docs/378/6%20-%20NSU%20Strategic%20Plan%202016-2021%20(23%20January%202017).pdf.

We use the agile strategy allowing for a collaborative approach seeking input from internal and external stakeholders thus creating clearer reporting methods needed. Our strategic plan promoted the realignment of numerous surveys, including faculty, students, and alumni; diverse forums and focus groups; and new and historical qualitative and quantitative analysis. The methodology serves as the underpinning to establish the road map we use to navigate the uncertain fiscal environment of higher education. This 2018-2023 strategic plan serves as the foundation for our decision-making process. Appendix 6 contains our revised strategic plan.

Summary of key continuous improvement achievements. In summary, the SoB faculty members continue to provide a quality business education for our diverse student population by assessing the needs of our business and industry partners as well as reviewing the business and industry trends. Assessments were used to revise courses, create new courses, and create programs. Also, driven by business and industry, we have redesigned some of our courses to include mandatory certifications such as CompTIA Net+. Our assessment instruments have been realigned to collect engagement, innovation, and impact data in a more uniform, streamlined manner. Those instruments include surveys, Moodle shells, faculty curricular vitae, faculty goals and objectives, and yearly faculty activity reports. We will continue to review and adjust our vision, our mission, and our goals as needed to the ever-evolving business world.

Financial Strategies and Allocation of Resources

The success of the SoB depends on its ability to fund operations and strategic initiatives. As state appropriations for higher education in Louisiana continue to shrink, universities and colleges must continue to identify other funding sources that allow them to maintain and expand their programs and operations. As seen in Table 2, our primary sources of funding come from operating funds driven by tuition and state dollars. The 2018-19 amount of $3,244,479 in operating funds from the university represents a 44% increase from 2015-16. The vast majority (99%+) of these funds represents salary and fringe benefit expenses for faculty and staff.

Full-time, in-state enrollment fees at NSU were $8,580 per year for 2018-19. For in-state students covered by the Taylor Opportunity Program for Students (TOPS) scholarship, the program paid $5,180 of that cost. Out of state (including international) students paid $19,368 and online only students paid $375 per credit hour ($9,000 per year for 24 credit hours).

Table 2. SoB - Trends of Funding Sources of Expenditures and Non-Academic Funding Sources Balances

Source of Funding	2015-16	2016-17	2017-18	2018-19
Operating Funds	$2,260,710	$2,889,654	$3,093,818	$3,244,479
LED-GDIT Grants	$424,230	$327,170	$345,965	$268,732
Endowments	$218,063	$240,753	$288,518	$328,633
Lab Fees	$32,421	$16,699	$15,622	$18,355
Total Expenditures	$2,975,283	$3,500,369	$3,812,422	$3,922,311

The SoB also receives grant money for specific projects. The largest of these is the LED Cooperative Endeavor Fund with GDIT. These funds support two faculty positions, a staff position, and other enhancements such as technology upgrades, professional development, recruiting materials, marketing, and scholarships.

The third source of funds is revenue generated though our endowment. The SoB has 16 endowed professorships plus the Charles Ragus Family endowed chair. Historically, endowed professorships required an initial $60,000 from donors that were supplemented by $40,000 from the state. That amount has been changed to $80,000 initially with a $20,000 supplement as of 2018. The market value of the professorships was $4,297,138. All tenured faculty members that applied have professorships as do most tenure-track faculty. The professorships have two-year terms and are awarded by a professorship committee made up of senior faculty. An additional six professorships have been funded but are still generating income before they can be awarded. For 2018-19, faculty members with endowed professorships had $328,633 available to spend for research needs, travel to conferences, professional development, office equipment and supplies, and salary enhancement.

Due to the rising performance of the endowments, the professorships also include a "spend-down" amount available for accreditation and assessment training, Quality Matter reviews, smart classrooms, international outreach, community outreach, business and technology sessions, and professional development. These funds amounted to $752,054 as of Fall 2018.

Another source of funds is lab fees used to purchase software, computer equipment, and supplies for the student computer labs. The different areas also have access to funds in accounts that are established at the NSU Foundation. These accounts include the Accounting Faculty fund, SoB Dean's Fund, and the CIS Enhancement fund. These funds may be used for professional certifications, professional membership fees, faculty professional development, or other items deemed appropriate. The amount in these accounts as of June 30, 2019 was $43,475; $35,677; and $28,718, respectively. Sponsorship funding of the annual J. Walter Porter Forum was established over 50 years ago by J. Walter Porter's family members and friends. All expenses for the annual J. Walter Porter Forum are handled through a fund at the NSU Foundation.

Non-Academic Funding Sources	2015-16	2016-17	2017-18	2018-19
NSU Foundation-Accounting	$51,769.87	$54,666.37	$55,081.55	$43,475.18
NSU Foundation-SoB Dean's/Director's Fund	$51,825.94	$54,483.84	$52,435.13	$35,677.57
NSU Foundation – CIS Enhancement Fund	$12,538.36	$37,983.69	$35,958.75	$28,718.94
Total Funding Source Balances	**$116,134.17**	**$147,133.90**	**$143,475.43**	**$107,871.69**

The SoB may also benefit from projects funded through the University's Enhancement fund. In October 2017, Northwestern State University officially transitioned to the Planning, Programming, and Budget Execution (PPBE) approach to budgeting. The approach aligns the funding of projects with the University's financial capabilities by identifying, prioritizing, and funding enhancement requests from faculty and administrators across the University. This inclusive approach provides the appropriate incentives and emphasized a high level of transparency, in concert with the principles of the University's Strategic Plan.

Over 65 enhancement requests, totaling over $2.1 million, were originally submitted from various University units in Natchitoches, Shreveport, Alexandria, and Leesville. The University eventually supported over $775,000 of the requests and retained a prioritized list of requirements should additional monies become available. In 2018-2019, forty enhancement requests totaling over $692,048 were submitted with $111,850 being supported.

The SoB is committed to continuous improvement and has initiated several strategic initiatives which are funded by operations, endowments, or outside support as outlined in Figure 6. A top priority is two additional faculty members and an additional staff position to meet demand from students and employers. Funding for these positions would come from University operating funds and tuition, but the SoB is also seeking out industry partners like our existing partnership with GDIT.

The SoB is also planning to introduce a CIS Master's program that was approved by the Louisiana Board of Regents. One of the faculty positions would be needed for this program. Initial costs to develop and promote the proposed program have come from endowment funds. Once going, the program would be self-funding through tuition from students.

There are also improvements being made to the physical space. Our large lecture hall has been reconfigured into a smart classroom with video screens used for teleconferencing and remote lectures. A smaller room will be adapted into an audio-video recording studio for the creation of podcasts where faculty members can discuss current events and interview business and community leaders. These podcasts could be made available to students for presentations as part of our engagement, innovation, and impact activities.

Another room will be furnished to accommodate Scrum teams for Agile development. The Agile approach to software development is used by Mendix and emphasizes a collaborative approach to project development. The primary cost of creating an Agile team space is the purchase of mobile workstations. The funding for these initiatives will come from the endowment spenddown accounts.

Initiative	Start Date	First-Year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
Two additional faculty members and one additional staff position	Fall 2020	$250,000 to cover salaries and fringe benefits	$250,000	Funded by business and industry partnerships and operating funds
Implement CIS Master's program - Currently under review by Louisiana Board of Regents	Spring 2020	$50,000 for initial start-up costs for advertising materials	Net positive	Initial cost from Self- funding from tuition and
Reconfiguration of classrooms and student areas, technology enhancements	Fall 2018 (Room 107) Fall 2019 (Agile team classroom and recording studio) Fall 2021 (Interactive Classroom)	$100,000 $25,000 $1,000,000	$0	Spend down accounts from endowed professorships; University Enhancement Funds; Donations
Entrepreneurship Business Incubator	Fall 2020	$20,000	$5,000	Donations and profits from participating businesses
Global Partnerships for faculty and students to study abroad	Spring 2018		$10,000 for five faculty members to participate each year	Spend down accounts from endowed professorships

Figure 6. Financial Support for Key Strategic Initiatives

A more ambitious project is the creation of an interactive classroom that includes 20 or more video screens that will allow online students or guests to participate with face-to-face classes on a real-time basis. Original estimates of the cost have been up to $1,000,000 depending on the scale of the project. The funding for this project would come from donors and the University Enhancement fund with the understanding that the classroom would be housed in the SoB but available to other colleges across the University.

The Biomedical Research Foundation (BRF) was created by the Shreveport Chamber of Commerce in the 1980s. In 2014, BRF launched the Entrepreneurial Accelerator Program (EAP). In 2018, BRF and EAP

began partnering with universities in the region including NSU. The universities were offered an opportunity to invest in the second New Louisiana Angel Fund (NLAF2). The initial $12,500 investment came from the SoB Director's fund and was matched by BRF. The purpose of this fund was to encourage entrepreneurial activity among university students and led to the first annual Inferno Pitch in Fall 2018.

As part of this process, the SoB hopes to create an entrepreneurship center and business incubator on campus in order to provide shared resources for student business ideas. The incubator would provide office space and business equipment to student-run businesses. The incubator would also be a central resource for access to consulting, legal needs, and financial capital for startup businesses. The SoB is seeking contributions for this initiative from alumni, especially those that have started their own business.

A final strategic initiative is global partnerships. The School of Business collaborates with the International Student Resource Center and NSU to offer international studies programs that include study abroad engagements. We currently have a new dual degree program with the Universidad de Alicante for business majors with the first students participating in fall 2019. The partnership with the University of Alicante includes the opportunity for students to travel to Spain during International Week at their School of Economics and Business. The students assist professors in teaching, lecturing, or presenting business-related topics while sharing educational and cultural experiences. In spring 2018, five students visited, followed by seven students in spring 2019. Furthermore, business students may also participate in Hospitality Management and Tourism courses that offer foreign travel opportunities to France, Italy, and Greece among others. In total, we have 24 bilateral agreements with foreign universities that impacted 23 business students in 2018 – 2019. These are funded from participating student tuition. Faculty participation is funded through their endowments and student participation is self-funded.

Figure 6 outlines the school's five major initiatives, the implementation timetable, and funding sources. The initiatives identified are clearly linked to the school's mission, expected outcomes, and supporting strategies and reflect substantive actions that support mission success, impact, and innovation. The SoB has planned these major initiatives and identified current and potential funding sources that fit with the school's mission, financial resources, and strategies. These action items will enhance mission fulfillment and may necessitate revisions to our mission.

Mission Statement and Summary of Strategic Plan or Framework

The School of Business mission statement is a logical extension of the NSU's mission: successful careers and citizenship promote productivity, economic development, and improved quality of life.

Our Mission Statement. The mission of the School of Business is to **provide our diverse student population with a business education** that **prepares them for successful careers and responsible citizenship roles** in **the world of business**. (Revised 2012 and approved 2013; Revised and adopted May 3, 2018).

Providing students with a business education. This means that we strive to provide students with opportunities to become effective communicators, critical thinkers, develop knowledge across the business disciplines, and global perspective. (Revised 2012 and approved 2013).

Preparing them for successful careers and citizenship roles. This means that we provide education experience and opportunities.

In the world of Business. This implies developing a global perspective that involves managing activities that foster the transfer of goods and services in organizations of all types wherever found.

Our Vision. The School of Business' mission supports our vision that we will become primarily recognized for ***providing a high quality, technologically linked business education* in *a student-oriented learning environment*. We will *serve mostly regional students* in *a small class setting that encourages interaction while also striving to provide program access and delivery on campus, Louisiana, the nation, and the world***.

We recognize that faculty responsibilities extend beyond teaching into research and service. In terms of research, and as an integral part of their responsibilities, our ***faculty members will produce intellectual contributions that focus primarily on business practice and learning/pedagogy.***

Our school's ***outreach efforts will center primarily on supporting regional economic development activities***; however, we will also ***encourage faculty service in the form of membership and participation in professional service, and university and regional, national, and international organizations*** as an important part of continued professional development.

Our Framework. The School of Business plans its strategy and assesses its critical strategic issues within the framework of the integrated closed-loop management system model. The model links strategies and operations in a six-stage system. These stages are: 1. Strategy Development, 2. Strategic Planning, 3. Organizational Alignment, 4. Operations Planning, 5. Monitoring & Learning, and 6. Testing & Adapting.

Each of the six closed loop management steps includes strategic actions that are implemented at designated intervals during the School of Business continuous improvement process over the course of the academic year. See Figure 7 for additional detail regarding the strategic actions taken during the process.
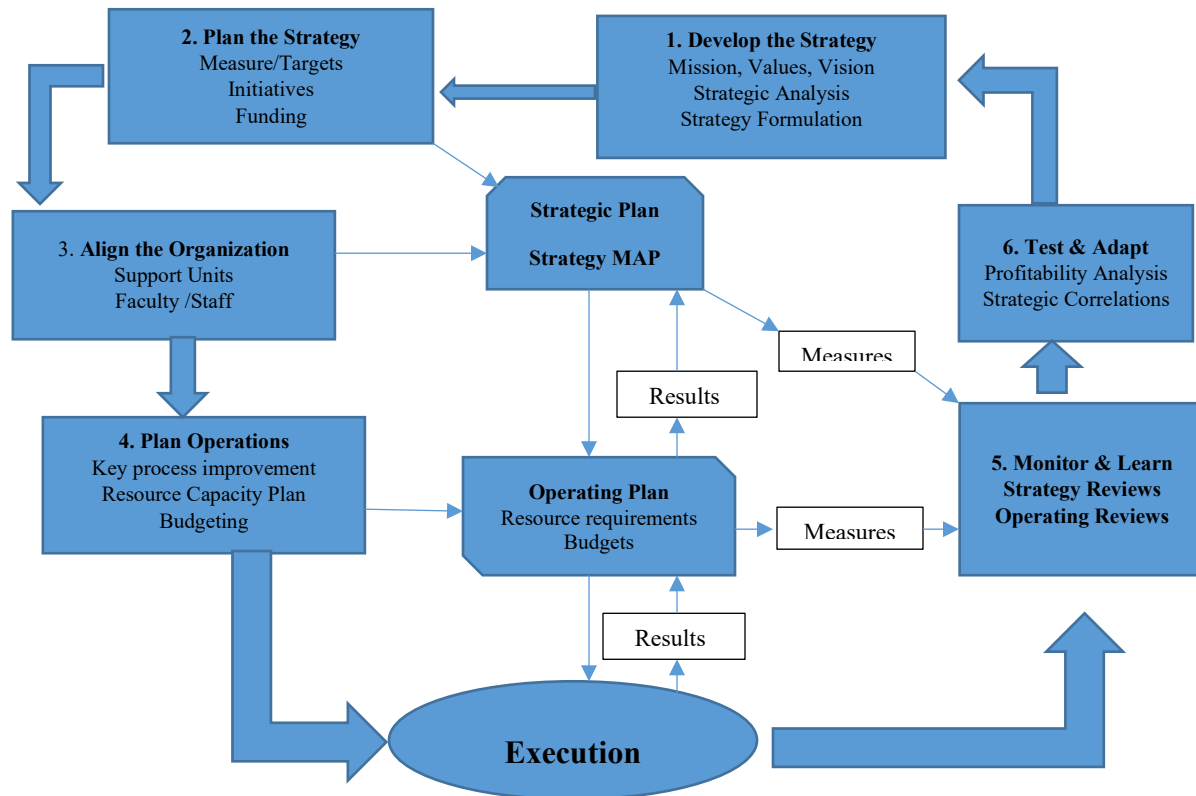
Figure 7. Closed Loop Management System: Kaplan, R.S. & Norton, D.P. The Execution Premium: Linking Strategies to Operations for Competitive Advantage, Harvard Business School Publishing Corp: Boston, Massachusetts.

Three primary stakeholders are engaged in the process:

- **SoB Committees**. These committees fulfill the university's and the individual school's mandates that there are oversight groups that strive to measure the effectiveness and relevancy of the various goals. With that being said, the SoB Strategic Planning Committee was replaced with the committee now known as Continuous Improvement, Strategic Planning, and Accreditation (CISPAC). CISPAC coordinates mission development, assurance of learning assessments goals and processes, and assures regular consultation with business faculty. The CISPAC has faculty representation from throughout the SoB. Its primary function is to establish a strategic planning framework; that is, to consider the mission, goals, objectives; procedures for achieving them; and establish learning goals, measurements of attainment, and assurance of continuous improvement. The CISPAC works with input from all stakeholders including faculty members, the Dean, NSU administration, industry recruiters, the Dean's advisory board, and Dean's student advisory board.

The CISPAC was instrumental in assuring that the SoB successfully met all requirements in the recent successful reaccreditation by SACS. It has made significant progress toward ensuring that the SoB strategic plan, learning goals and objectives, curriculum assessment matrix, and measurement of learning objectives assure continuous improvement. The CISPAC also gives advice on general SoB operations.

- **SoB Student Advisory Group**. As part of the process, the Student Advisory Group (SAG) was reorganized and named the Dean's Student Advisory Board. It includes members from the SoB student

organizations (AITP, Beta Alpha Psi, and BPA/PBL) and other faculty recommended students. It acts as a sounding board for examining SoB issues. This group meets with the Dean in the spring semester and with the Dean's Advisory Board in the fall semester. Information collected from various surveys such as the SoB Graduating Senior Surveys and SoB Alumni Surveys are presented. Members review the AoLs for the School as well as the mission statement and vision statement. Feedback is provided to the CISPAC and the faculty members.

- **SoB Advisory Boards (SoB and CIS)**. In terms of external committees, the SoB Advisory Boards, which are comprised of business and industry partners, meet each fall semester. The group provides feedback to the CISPAC about the mission statement, curriculum, and workforce development needs.

Our process includes the conduct of semester faculty meetings to address operational and strategic goals and issues on an on-going basis. Faculty meetings include reports from standing and ad hoc committees among other topics. At present, standing faculty committees in addition to the CISPAC include a Promotion and Tenure Committee and Learning Goals Committees. Each committee meets regularly at the call of its chair. The results of these meetings are shared, discussed, and modified by the faculty.

Outcome. This process resulted in a framework that provides direction for the SoB in its efforts to lay a foundation for its assessment goals and initiatives. This foundation allows the school to justify its budgetary requests and expenditures, activities, and planning, and assurance of learning initiatives.

Mission statement and supporting strategic plan changes and factors influencing the changes. After the 2015 reaffirmation visit, the university's new President with the assistance of stakeholders launched a collaborative and strategic approach to determine direction and future of NSU. Until that process was completed, the SoB moved forward with the four goals developed under the NSU 2011-2018[9] Strategic Plan called "Go for Greatness" until the new university vision, mission, values, and strategic plan were developed and implemented. The University Strategic Plan for 2016-2021 carried the theme "Dedicated to One Goal – Yours" and began in January 2017. In fall 2017, the SoB began its work on aligning our vision, mission, goals, and strategic plan and objectives with the new NSU strategic plan[10]. To align with the 2016-2021 University Strategic Plan, the SoB Strategic Plan was implemented in fall 2018.

The four goals from the NSU 2011-2018 Strategic Plan – "Go for Greatness" were directly linked to the 2015 SoB Mission and Vision Statements. Figure 8 shows these four goals.

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[9] Northwestern State University 2011-2018 Strategic Plan – Go for Greatness https://www.nsula.edu/documentprovider/docs/423/Strategic-Plan-2011.pdf
[10] Northwestern State University 2016-2021 Strategic Plan https://www.nsula.edu/wp-content/uploads/NSU-Strategic-Plan-2016-2021-Final-01-23-171.pdf

Master Goal I: Develop and Improve Quality of Academic Programs: Deliver high quality, relevant academic programs.
Master Goal II: Maintain, Develop and Recruit Quality Faculty: Track all issues concerning faculty including endowed professorships expenditures, salary, promotion and tenure, and other related professional development activities or events.
Master Goal III: Maintain, Develop and Recruit Quality Students: Track all efforts involving students including learning outcomes, scholarship awards, outreach participation, service learning, internships and cooperative education.
Master Goal IV: Improve Infrastructure Support for School of Business Programs—Track all contextual activities designed to improve program delivery systems both for face to face courses as well as online courses, general and administrative support, other sources of funding, and other applicable items or services.

Figure 8. Goals from 2011 - 2018 Strategic Plan

Primary factors influencing changes from previous strategic mission to current strategic mission: NSU embarked on a Strategic Plan Review in 2016 and sought feedback from its stakeholders. These stakeholders included faculty members, staff, administrators, students, alumnae, and community leaders. The Strategic Plan Review and subsequent feedback resulted in the development and implementation of Five University Goals: (1) Student Experience, (2) Academic Excellence, (3) Market Responsiveness, (4) Athletic Prominence, and (5) Community Enrichment.

1. Based on these new University Goals, the SoB re-evaluated its existing goals and objectives. The SoB undertook the planning process and the resulting effort influenced our strategic plan. The SoB focus now includes efforts related to budgetary requests and expenditures, activities, and planning, and assurance of learning initiatives.

2. While the School has its own mission, in 2017, it was decided that all three majors would have mission statements of their own based upon the university's policies. See Appendix 6 for these mission statements.

Development of distinctive features. The School of Business has adopted goals, which reflect a **differentiation strategy**. *This strategy provides students with the opportunity to customize their business education plan while still adhering to the stated missions and visions of NSU and the SoB.*

The SoB has several distinct attributes that differentiate us from our peer institutions. The SoB prides itself on personalization. Our faculty see students from the very beginning to the end. We assist them from when they are prospective students to when they are alumni. We have low faculty to student ratios in our classes. In addition, from the time we first began offering online classes, we have prioritized making the online experience be a mirror image of the face-to-face classes. As technology has advanced, so has our delivery from the posting of detailed notes, to recording and uploading videos of lectures and presentations via Swivl, to having our classrooms outfitted with recording equipment that allows for streaming video delivery. Future plans include classrooms with multiple video screens that will allow online users to interact with face-to-face classroom instruction in real-time.

A key component of the online and face-to-face compatibility is our stewardship system. All required classes have a single on-campus faculty member that establishes the curriculum for that class. That faculty member also teaches that class and ensures that any other instructor, whether full-time or adjunct, appropriately covers the material established in the curriculum. These classes are enhanced using learning

platforms such as McGraw Hill's Connect that allow students to have common learning experiences while still giving instructors the freedom to bring their unique perspectives and styles to the classroom.

Another significant feature is that the SoB has strong relationships with the regional business and industry community. This relationship is demonstrated with our advisory council, our response to the industry needs for certifications, partnerships with GDIT and EAP, and willingness to adjust our curricula as discussed in our Learning and Teaching section.

Five focus areas and strategic innovation. Our strategic plan leverages the five strategic focus areas developed and approved in the University's Strategic Framework: (1) Student Experience, (2) Academic Excellence, (3) Market Responsiveness, (4) Athletic Prominence, and (5) Community Enrichment. These focus areas drive what we do, how we do it, and, most importantly, why we do it. To achieve our desired goals, we must first understand where each focus area stands today. This document outlines the current and future states of each strategic focus area and delineates the process to navigate from one state to another. This environmental visualization is designed to facilitate our progression by leveraging the supporting objectives, associated strategies, metrics, and assigned oversight for each focus area. To ensure success, our strategies are actionable with clear benchmarks that help gauge our success.

Student Experience: The student experience is driven by faculty-student engagement. Students are introduced to senior faculty before day one. Faculty members meet with prospective students when they tour campus, participate in recruiting events, and assist in student advising and registration at our Freshman Connection events for incoming students during the summer. Every student has a faculty advisor throughout their academic career and faculty members have advisees that they monitor. Extra assistance is provided for students with low GPAs.

Students can get involved in several organizations including the Association of Information Technology Professionals (AITP), Beta Alpha Psi for finance and accounting students, and Phi Beta Lambda-Business Professionals of America. Beta Gamma Sigma and Epsilon Delta Psi are honor societies available for eligible students. The SAOB provides student input to the dean and faculty of the business school. Students in these organizations participate in regional and national competitions and conferences and have over 100 state and national awards since 2014.

Social responsibility is a key component of education as students want to make a meaningful impact with their work. Service-learning experiences include student organization outreach efforts and programs like "Start the Spark" that highlight the contributions made by business pioneers. Our first program featured Dr. Nita Landry of the Emmy®-Award winning show "The Doctors" who talked about her experiences as a traveling doctor working in inner cities, rural communities, and Native American reservations.

Academic Excellence: Our commitment to academic excellence is demonstrated by our learning goals: (1) Effective Communicators, (2) Integration of Knowledge, (3) Critical Thinking, and (4) Global Outlook. A fifth learning goal is unique to each degree program and includes problem solving for the BUAD program, understanding key concepts and theories in the ACCT program, and understanding the technical and functional areas of CIS in the CIS program. These learning goals are assessed yearly as part of our SACS accreditation and are used by CISPAC to guide us on our strategic plan. This assessment is discussed in greater detail under Learning and Teaching.

Experiential learning is stressed throughout the curriculum. Guest speakers bring real-world perspectives to the classroom and students may also be assigned to meet with professionals on their own. Small businesses and entrepreneurship are a driver of the local and national economy. The Inferno Pitch is a new program that allows students to develop their own business plans and pitch it to business and community

leaders with the potential of receiving funding for their business. Several of our alumnae have gone on to start their own businesses.

One of the newest initiatives to engage students academically and professionally is NSU's Quality Enhancement Plan (QEP) for experiential learning. The plan, as a response the SACSCOC accreditation, seeks to bring experiential learning to all students through internships, research projects, or performances that place students in a real-world context before graduation. The CIS program has initiated a two-course sequence where students work on innovative industry provided projects, and they applied for final approval from NSU in the fall of 2018. The BUAD program is currently revising their curriculum to introduce a two-course sequence for their majors and applied for approval by NSU. The ACCT program will follow in Fall 2019. The goal is for every business student to graduate with an engaging experience that will impact them throughout their professional life.

The Quality Enhancement Plan (QEP) was designed to create experiential learning environments and engagement opportunities for our students and community partners in order to prepare our students to enjoy successful careers and be responsible citizens in the world of business. In alignment with our mission statements, the QEP along with other inside classroom and international activities provide these opportunities for student success.

Students are also encouraged to complete internships, co-op experiences, and/or engage in industry sponsored projects. Currently, most internships are not connected directly with business courses and we rely on students to self-report their experiences. During the 2018-2019 academic year, where we are including Summer 2018 and Summer 2019, we had 17 reported internships at companies.

The cooperative occupational experience I and II courses allow students to receive credit for supervised work experience in related occupational areas. Course objectives include providing integration of work-related topics with educational assignments, on-the-job practical training while pursuing a formal education, institutionally supervised work experience that integrates with university studies, and progressively higher levels of experience and more responsibilities each work term. During the 2018-2019 school year, including summer 2018, 35 students were enrolled.

In addition to internships, students also work on projects with outside entities as part of their experiential learning. These activities give student's opportunities to gain industry knowledge and engage representatives from businesses across the state of Louisiana and the United States.

*Market Responsiveness***:** The faculty believes that our students are some of the best-prepared graduates in the region. Several of our classes either offer external certifications as part of the class or prepare students for classifications including Microsoft Office Specialist, IC3 Living Online, CompTIA, and Cisco. Our finance classes prepare students for state licensing classes in insurance and real estate and FINRA's Series 7 and Securities Industries Essentials exam. Our accounting curriculum is designed to allow students to sit for the CPA exam.

The SoB is dedicated to responding to the needs of the market. One example of this is a partnership with GDIT, an information technology consulting firm in Bossier City. The School of Business was awarded 2.5 million dollars over a ten-year period to enhance the CIS program to meet the needs of GDIT and the emerging IT workforce.

Another exciting opportunity is the economic technology boom in North Louisiana-emerging technology sector called "North Louisiana Innovation Corridor" (http://www.nlep.org/Site-Selection-Key-Industries-Technology.aspx). To ensure that our local and regional community can also participate in business

education opportunities, the Dean and various faculty members seek opportunities for the students to have real world simulations, internships, coop opportunities and continuing educational opportunities for businesses. This allows for the creation of business certifications that can translate into credit hours if applicable. All three majors are available online. The school also continues its quest to eventually establish a "Global Entrepreneurship" Center with a conference center and hotel and an incubator for small businesses. This center will permit the school to develop stronger ties with business alumni as well as strengthen gift giving initiatives.

Athletic Prominence: Athletic prominence is a strategic focus of NSU and the SoB because it provides a locus of interaction among potential and current students, business and community supporters, faculty and staff, and alumni. The SoB is the most popular major among student athletes and we strive to have them succeed in the classroom. NSU's multiyear academic progress rate (APR) of 981 (out of 1000) ranked third in Louisiana and has never fallen below the benchmark score of 930 since the reporting began in 2003.[11]

Community Enrichment: The SoB also serves the local community and provides opportunities for local businesses to interact with our students. Each fall semester, we host an industry advisory council where students present their experiential learning projects. In spring semesters, we hold an annual showcase with our industry partners that gives students another opportunity to present their work. These include consulting reports that students did for local businesses, business pitches for new companies, and demonstrations of VR/AR technology.

In 2018, we introduced the Inferno Pitch Challenge as an opportunity for students to research and develop their own business plans and then pitch their ideas in front of judges made up of business leaders. Faculty members served as mentors for students with entrepreneurial ideas and the winning idea was funded up to $3,000.

The J. Walter Porter forum is an annual event that brings in speakers from across the nation. The event is open to the public and is held during the week of Homecoming to attract alumni as well. Past topics have included Time's Up!; It's Not Business as Usual; Celebrating the Past, Present, and Future of Business and Technology; and Enron & Beyond.

In 2015, the SoB also began hosting sessions where professionals can earn professional development credit for lawyers, accountants, and other industries that require continuing education. The school has hosted nine programs in Natchitoches, Alexandria, and Shreveport.

Intellectual Contributions

Process for achieving substantial faculty cross section in each discipline. The encouragement of shared intellectual contributions among the business disciplines is demonstrated by the number of activities completed or in progress in which the SoB faculty engages during the school year. As encouraged by the mission and vision of the institution, the faculty's scholarship is usually a mix of discipline practice-related advances and pedagogical research. Faculty collaborate in multiple intellectual contributions that provide a wide array of research venues. Interested faculty solicits team members to collaborate in a research project via email or personal outreach. In the last five years, faculty from all three areas in the SoB have worked together to produce journal publications in different refereed outlets. For example, faculty from accounting, business administration, and business communications produced a refereed presentation for a national

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[11] https://nsudemons.com/news/2019/6/19/academics-student-athlete-development-nsus-apr-numbers-earn-national-recognition.aspx?path=acad-sadev

conference. More recently, faculty from CIS, business law, and business communications submitted a combined research effort that covered best practices for online course development to be published in a refereed journal. The outcomes of this research were being shared among the faculty to better implement universal design for learning into their online environments and it could be used as a model for other disciplines, such as Engineering Technology. Table 3, also known as Table 2-1, is a condensed intellectual contributions overview by disciplines.

Table 3. Table 2-1 Intellectual Contributions

Part A: Five-Year Summary of Intellectual Contributions																
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	**Portfolio of Intellectual Contributions**				**Types of Intellectual Contributions**										**Percentages of Faculty Producing ICs**	
	Basic or Discovery Scholarship	Applied or Integration/Application Sch.	Teaching and Learning Scholarship	Total*	Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic/Prof. Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional practice	Other IC Type Selected by the School	Total*	Percent of Participating Faculty Producing ICs	Percentage of total Full Time Equivalent (FTE) faculty producing ICs
ACCT	6.7	19.5	5.3	31.5	10.7		2.7	3.7		1			13.5	37.6	.87	.83
BUAD	19.5	49.1	56	124.6	16.2		14.2	23.8	1				69.6	127.2	.89	.77
CIS	13.8	51.4	22.8	88	7.1		4.2	24.6					51.9	88.2	.81	.78
Grand Total	40	120	84	244	34		21	51	1	1			135	253	.86	.78

Note: Data in this table reflect the Faculty Data Base as of Dec. 31, 2019. Non-duplicated articles.

Other IC types include completed dissertations and presentations made to business, educational, or community groups

Narrative on alignment with mission, expected outcomes, and strategy (Table 2-1). As indicated by our mission statement and strategic plan, we are a teaching institution with a regional focus. As such, our research tends to emphasize pedagogical research that is presented at regional conferences and published in regional journals. The total number of non-duplicated contributions for School of Business faculty in the portfolio of intellectual contributions was 244. This included 34 Peer- and Editor-reviewed journal articles, 51 presentations at academic conferences, 21 articles published in proceedings, and 135 other contributions which primarily includes ten completed dissertations and non-academic presentations to local industry, other educators, and the community. These contributions are represented in the teaching and learning scholarship category (84), applied scholarship (120), and basic or discovery scholarship (40).

Narrative on quality of five-year Portfolio of ICs. Of the 244 total contributions, the BUAD faculty numbered 124.6, the CIS faculty contributed 88, and the ACCT faculty produced 31.5. There are nineteen participating faculty members in BUAD with ten classified as scholarly academic and three as scholarly practitioner. These faculty members had at least two publications in the previous five years or terminal degrees within the past three years to maintain their classifications. The remaining six faculty are classified as practicing academics based on their terminal degree and continuing professional activities.

There are nine participating CIS faculty members of which six are scholarly academic, two are instructional practitioners, and one is other. Of the six participating faculty members in ACCT, there are four scholarly academics and two instructional practitioners. The percentage of participating faculty producing intellectual contributions was 86% with all areas being greater than 80%. These percentages are calculated based on the faculty for 2018-2019 with the inclusion of the additional contributions.

In addition to journal articles, proceedings, and presentations, we note that seven faculty members completed their PhDs while working full-time at NSU. This includes five faculty members who were already at NSU before beginning their doctoral programs and two members that were hired ABD. Three other faculty members were hired after completing their PhD since 2014. An additional participating faculty member is in the process of getting his terminal degree.

Narrative on impact of ICs. The school's intellectual contributions impact theory, practice, and teaching of business and management. Faculty have provided new templates for teaching such as the peer intervention and subject matter expert advanced management opportunities. These templates involve students creating and designing a management course syllabus and topics for practical teaching and peer learning and team-teaching opportunities. This practice includes student development of one-hour management teaching demonstrations which include development of training objectives and measurements, in-class exercises, hand-out materials, surveys as well as presentations and critical peer reviews and evaluations. In practice, student service projects for community needs have been developed and implemented.

Experiential learning projects involving community partners and business needs assessments, identification of issues and proposed resolutions are conducted in our capstone classes and presented during class and/or to corporate business partners. The CoBT and the SoB faculty and students provide an annual Industry Showcase evening event to our alumni, business advisory boards and corporate partners highlighting our current project activities during the year and recently introduced technologies.

Infrastructure supporting faculty intellectual contribution development. The infrastructure to support and stimulate and reward our faculty's intellectual contribution development includes, but is not limited to, endowed professorships and chairs, professional development activities, internal funding resources, and library resources. We strive to provide facilities and infrastructure to support and strengthen our academic programs, enhance our student learning environment, and promote faculty excellence in research. We maintain classrooms, labs, and offices with the latest technology. Our building has wireless access and we

update our computer equipment and software regularly. Our classrooms are equipped with multimedia technology. Mail, telephone, and reproduction costs are routinely covered for faculty research endeavors. The NSU library (https://library.nsula.edu/) provides access to numerous educational print and electronic journals and databases. These resources are available for use by all faculty members and students to expand intellectual contributions.

Faculty members without doctorates are encouraged to pursue an appropriate degree if possible. For those faculty members, teaching schedules are accommodated and leave may be given for this pursuit. All faculty members are encouraged to publish and participate in intellectual contributions activities. Academically and professionally qualified faculty members are informed at the time of appointment of the need to establish and maintain a stream of intellectual contributions.

As of 2019, 16 professorships endowed at $100,000 and one $1,000,000 chair are available for faculty support. The market value of the professorships was $4,297,138 and $328,633 was available to spend in AY 2018-2019. An additional $752,054 is available in "spend-down" funds that have resulted from the strong performance of the market. Faculty can use endowed funds to enhance themselves academically, professionally, and scholarly by improving their skills through activities such as attending professional meetings, seminars, and/or workshops. When sent for training off the campus, the faculty member is expected to provide updates for the other faculty upon return. Faculty not selected for a professorships/chair are supported through the SoB NSU Foundation funds.

Journal Outlets. We have included the five-year summary of peer-and-editorial-reviewed journals by name and the number of publications appearing in each. The number of publications reflects an unduplicated count for co-authored publications. A total of 34 publications were made during this time period. These publications were represented in 21 journals. Over the course of the past two years, the SoB Merit Committee in tandem with the SoB faculty has reviewed and revised the intellectual contributions policy. It was determined there should be an increased degree of rigor in publication quality. The most recent version of the Faculty Qualifications and Engagement requirements and standards are currently again under review.

See Table 2-2 in the required table section for a five-year summary of peer-and-editorial-reviewed journals by name and the number of publications appearing in each. The number of publications reflects an unduplicated count for co-authored publications. The area was determined by the area of the primary author.

New Degree Programs. **Excluding the Post Baccalaureate Certificate in Business Analytics, there have been no new degree programs introduced at NSU SoB since the previous accreditation review.** Keeping abreast with business and industry demands and needs, the School of Business monitors its degree offerings regularly. Any curriculum updates, revisions, or deletions are approved by the faculty and then moved to consideration by the university curriculum review committee (CRC). All minutes from the CRC are housed on the university website and available for public review (http://registrar.nsula.edu/crc-minutes/). Any minutes pertaining to School of Business actions are housed on the internal drive (Z-drive) for review by SoB faculty members. New degree program considerations are subject to Louisiana Board of Regent approval.

Participants

Students

Since the last review, NSU's student enrollment has grown 22.8% from 9,002 in Fall 2014 to 10,979 in Fall 2018. The School of Business has grown 22% from 933 students to 1,140 over this time period. The SoB

has consistently made up just over 10% of the University enrollment. The percentage of full-time students in the SoB has fallen slightly from 71% (662/933) to 67% (761/1140). In terms of student enrollment trends, the SoB has continued a steady pace of enrollment as seen in Table 4.

Table 4. School of Business Enrollment Trends - Fall 2014 to Fall 2018 (Including Double Majors)

Major	2014	2015	2016	2017	2018
Accounting	**273**	**286**	**305**	**345**	**320**
Computer Information Systems	208	214	203	228	213
- Application Development	9	22	40	34	32
- Networking & System Management	6	38	68	96	67
-Web Development		6	11	14	14
-Core Programming			4	6	8
-Cyber Security					25
Total CIS:	**233**	**280**	**326**	**378**	**359**
Business Administration	620	634	672	615	519
- Finance	19	18	23	22	33
-Management	29	24	37	36	32
-Marketing	23	25	26	26	28
-International Business			2	9	27
-Business Analytics			1	1	1
-Entrepreneurship					5
Total BUAD:	**691**	**701**	**761**	**709**	**645**
Other (includes eliminated programs)	**7**	**1**		**1**	**2**
Total	**1194**	**1268**	**1392**	**1433**	**1326**

The SoB greatly values diversity and seeks to enroll students that represent different ages, countries, ethnicities, industries, and sectors. NSU is ranked among the top ten universities for cultural ethnic diversity among regional universities in the south by U.S. News and World Report.[12] In terms of race and ethnicity, the SoB has experienced small changes over the last five years with the percentage of White, non-Hispanics rising from 52.3% (488/933) to 53.6% (611/1140), Black, non-Hispanics dipping from 34.1% (318/933) to 30.8% (351/1140), Hispanics rising from 3.5% (33/933) to 6.1% (70/1140) and other falling from 9.3% (87/933) to 7.7% (88/1140). The number of international students remains low but has almost tripled from seven students to twenty students due to partnerships with foreign schools.

The student makeup is evenly split in terms of gender and has remained steady. Females made up 51.4% (466/923) in 2014 and 51.1% (582/1140) in 2018. The university and school do not collect non-binary data. The breakdown by degrees conferred, as shown in Appendix 7, is similar in 2018 as males received 49.3%

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[12] https://www.usnews.com/best-colleges/rankings/regional-universities-south/campus-ethnic-diversity

(99/201) of degrees conferred and females received 50.7% (102/201). These percentages are a change from 2014 when females received 58.6% of degrees (61/104) awarded.

Admission Entry Policy. The SoB follows the University's admission policies (https://www.nsula.edu/admissions/). The major admission entry policy changes are outlined in Figure 9.[13] The changes support more access to higher education and provides for students from across the spectrum which in turn permits for more robust discussions and exposure to different points of view.

Fall 2015	Fall 2016	Fall 2017-2018*	Fall 2019
- Regents HS core curriculum **AND** - need no remedial course **OR** one of the following: -19 Math ACT And 16 English ACT/53 Writing Compass **AND** - 2.35 HS GPA minimum **AND** Composite ACT 20 or SAT 940 - Transfer: 18 hours college level AND college level English & college level Math	- Regents HS core curriculum (Core 4) with 2.0 - No minimum ACT required with 2.35 or higher GPA - ACT/SAT subscore of 18/450 English or 19/460 MATH - Transfer: 18 hours college level AND college level English & college level Math	- Regents HS core curriculum (Core 4) with 2.0 - No minimum ACT required with 2.35 or higher GPA - ACT/SAT subscore of 18/450 English or 19/460 MATH - Transfer: 18 hours college level AND college level English & college level Math	¬ 19 units Regents' Core Curriculum (Core 4) with a 2.0 GPA AND ¬ No Minimum ACT required with a 2.35 or higher GPA AND ¬ 18+ English ACT or 25-33 Writing & Language SAT or 250+ Writing ACCUPLACER AND ¬ 19+ Math ACT or 500+ or 25.0+ Math SAT or 65+ Elementary Algebra ACCUPLACER

Figure 9. Admission Entry Policy

NSU and the SoB offer many resources to students. Programs such as the Academic Advising Center, International Student Resource Center, Counseling and Career Services, Student Support Services, and the Academic Success Center nurture student success and enhance intellectual growth. Students are provided access to more than 100 student organizations (http://nsula.orgsync.com/) which allow them to enhance their social skills, academic skill sets, knowledge, leadership skills, and character. Through other extracurricular activities and events, students can become a well-rounded individual.

Advising. In the area of Academic Advising (https://www.nsula.edu/academic-advising-services/) there is a large list of resources and staff to assist students at advising including individual academic advisors, tutoring, and many services offered in each college. The School of Business also lists a number of resources at https://business.nsula.edu/bt-current-students/. Other services such as the Academic Success Center have been added to help students become successful (https://www.nsula.edu/academic-success-center/).

As discussed earlier, faculty play an important role in advising students and all students have faculty members as advisors. CIS majors are required to see their advisor each semester before registering while ACCT and BUAD majors are only required to see their advisor their initial semester, the semester they are expected to graduate, or if their GPA falls below a 2.0. The SoB faculty also host a Registration Roundup

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[13] See https://www.nsula.edu/wp-content/uploads/First-Time-Freshman-Admission-Effective-Fall-2018.pdf.

each semester where students that have preregistered for the upcoming semester participate in games and activities.

Undergraduate Career Development Services. The Career Center (https://careercenter.nsula.edu/) offers one-on-one career success coaching for all undergraduate students. The center provides resources for students during and upon graduation for a successful transition into the workforce. Since the last visit, the Career Center has also participated in the SAOB Empowerment Event. The Center sends a representative to our location to assist any student that may come and ask for assistance. In addition, the center reviews resumes, holds mock interviews, and provides other services to assist students in their transition into the workforce. They recently added Handshake which invites employers to post jobs for new graduates and provides a constant feed to the websites of departments (https://business.nsula.edu/bt-current-students/job-internship/). The Center also will provide coverage for a class when a professor may have to go to another event allowing the students to interact with the Center representative during the class.

Faculty and staff are also involved in reviewing resumes and providing speakers and career opportunities for graduates. Faculty members hold a Resume Day to allow faculty to review resumes and provide feedback so that students can prepare for the university's Career Fair. Additionally, a resume book was created to highlight the graduates at the COBT Annual Stakeholder meeting. Deans, CEO's, entrepreneurs, and recent graduates are invited to speak to the students about job etiquette and opportunities in the local and national job market. By adding these services, the SoB faculty hope to increase retention and graduation rates and increase the placement rate of graduates.

Faculty and Professional Staff Sufficiency and Deployment and Faculty Management and Support

Since the last review, our faculty has grown slightly with minimal turnover. As shown in Appendix 8, in Fall 2014, there were 24 permanent, full-time faculty members and in Fall 2018 there were 34. These numbers include the Dean, the Vice President for University Affairs, and the Charles Ragus chair holder. There are 7 professors with 1 retiring at the end of Fall 2019 and another at the end of Spring 2019, 1 Associate Professor who will be promoted to Professor as of Fall 2019 and another who retired, 16 Assistant Professors with three being promoted to Associate as of Fall 2019 and two others not returning, one visiting Assistant Professor, and six instructors with one not returning. The SoB also used 11 adjunct and two part-time instructors.

An overview of faculty management policies including recruitment, hiring, mentoring, evaluation, and reward systems are described. As part of the University of Louisiana System, NSU and the SoB follow the policies and procedures outlined in the NSU Faculty Handbook (effective March 21, 2017 - https://www.nsula.edu/documentprovider/docs/307/FacultyHandbook2017.pdf) which is approved by the Louisiana Board of Regents. The SoB actively seeks diversity. Women, minorities, and international applicants are actively sought. Positions are advertised widely. Highly qualified executives are also sought. Often these executives have been contacted directly, where special qualifications or interest are known. Chapter 4 of the faculty handbook covers faculty and employment policies.

Recruitment and Hiring. The Dean with assistance from the ACCT coordinator, BUAD facilitator, and CIS coordinator determine and identify faculty needs to ensure that qualified faculty members are available to cover all offerings. New positions needed are prioritized and a request to advertise for the appropriate position which includes the job vacancy, job description, justification, and job distribution listing are forwarded to the dean, the Provost, and Business Affairs. Upon approval, the recruiting process begins promptly.

A selection committee composed of senior faculty members across the discipline areas is appointed by the Dean. The position announcements are advertised nationally, and credentials of qualified applications are reviewed by the selection committee. The selection committee identifies appropriate applicants to be interviewed in person or by phone. For rank above instructor, the primary requirement is a terminal degree such as a Ph.D., JD, or a DBA in field or a very closely related field. ABDs may be considered in certain cases. Interviews of selected applicants are conducted. Then the committee forwards its recommendation to the Dean. The Dean reviews recommendations and forwards the candidate recommendation for appointment to the Provost. The Provost and the President review the candidate and make the final offer.

Mentoring. A new faculty hire is paired with a faculty mentor in his or her discipline. The mentor serves as a resource person who helps facilitate effective teaching methods, encourages scholarly activities, and assists with academic advising. Faculty members are encouraged to participate in university offered professional development workshop.

Evaluation. Upon hiring, each faculty member is informed about the merit, retention, tenure, and promotion policies as outlined in the NSU Faculty Handbook as well as the established SoB criteria. The methods of evaluation include student evaluations of teaching, a classroom teaching assessment by Dean/supervisor, student appraisal of academic advising, and self-reported activities.

Since NSU is a teaching institution, teaching must be effective for a faculty member to remain on tenure track. Teaching is evaluated by classroom visits, a survey instrument, and in some cases by comparison of student outcomes to others teaching the same course. The SoB also evaluates research and service in addition to teaching using an instrument developed by the faculty.

The Promotion/Tenure/Continuation Committee is comprised of five tenured faculty members from the SoB as appointed by the Dean. This committee is tasked with evaluating applications for retention (continuation), tenure, and promotion. The Faculty Handbook provides the guidelines for this process. The committee meets with all junior faculty in the fall to go over the expectations and the necessary information.

Faculty Assessment. The SoB has a well-developed faculty assessment process. Each faculty member, in consultation with the Dean, establishes annual objectives. Evaluation is related to accomplishment of objectives and performance. A faculty member is evaluated based on teaching, research and service. The weight of each evaluation area is established by the individual, within the limits of a minimum of 60% on teaching, 20% on research and 10% on service. One member may choose 60%/30%/10%, another 65%/25%/10% or any combination within the minimums that total 100%. Within these categories, points are awarded for specific outcomes. Tenure, promotion and merit pay are dependent on these outcomes.

Reward System. The reward system for the SoB faculty members include merit salary increases, tenure, promotion, and professorships. The university-wide reward system includes recognition of an Outstanding Academic Advisor and Outstanding Educator (one per college).

Merit Salary Increases. A portion of salary increases depends on merit ratings. The SoB uses an Excel template with categories and points for items related to teaching, service and intellectual contributions. These items also influence tenure and promotion. The template was developed by the faculty led merit committee and has been updated to reflect new accreditation standards. It puts achievement of merit essentially in the hands of each person.

Each faculty member maintains a portfolio which documents and demonstrates his or her teaching, scholarly endeavors, and service. Each category now provides the faculty member the opportunity to highlight engagement, innovation, and impact. The SoB Promotion/Tenure Continuation Committee meets

to review the faculty portfolio and provides feedback to the faculty members and provides a recommendation for retention, tenure, or promotion. They provide guidance and suggestions for improvement where needed, or in some cases may make recommendations to the Dean for termination. For promotion, the committee is composed of selected faculty at the requested rank or higher. The product of these committee(s) is a recommendation to the Dean. The Dean considers the committee recommendation(s) as a part of overall analysis since the final tenure/promotion decision occurs through administrative channels.

Tenure. Tenure-track faculty members have varied timelines for achieving tenure, depending on rank at time of hire. Assistant Professor rank must apply in the sixth year, Associate Professor rank must apply in the fourth year, and Professor must apply in the second. All may apply early, but tenure would be granted early only in clearly exceptional circumstances.

Promotion. In addition to the University criteria, the School also requires that faculty demonstrate that they are active in teaching, research and service through an annual performance appraisal. The School of Business requires intellectual contributions in the appropriate academic teaching discipline.   For the past few years, general guidelines have been two refereed journal articles with five total intellectual contributions within the past five years. These contributions might be several refereed journal articles, two refereed journal articles plus combinations of proceedings, presentations, books, book chapters, teaching materials or other academic endeavors. However, the faculty has implemented stricter requirements on journal articles to exclude predatory journals and to give extra weighting to articles in higher-ranked journals.

Non-Tenure Track Faculty. Non-tenure track faculty members are instructors and supporting (adjunct) faculty. Instructors in permanent positions are evaluated on the same basis as all other faculty for merit. They may not earn tenure. Instructors in temporary positions are not considered for merit. Adjunct faculty are evaluated on a teaching basis only and are typically hired on a short-term basis until full-time faculty can be hired.

Professorships. Endowed professorships are competitive and awarded based upon the faculty member's performance in the areas of teaching, scholarly endeavors, and service. Appointed by the Dean, a committee reviews and ranks the applicants for each professorship. Spend down funds associated with the professorship are available to spend according to approved categories set and accepted by the Board of Regents.

Criteria guiding identification of faculty as participating and supporting status. Using the AACSB standards, appropriate white papers and peer schools as guidelines, the SoB faculty members developed the definition and description for intellectual contributions shown in Appendix 9.

Participating Faculty Members includes all full-time faculty members such as tenured and tenure-track professors, instructors, and lecturers. Part-time instructors may also be considered participating. Such individuals are considered "participating" since they are involved in governance, curriculum development and service activities associated with the operations of the School of Business. These faculty members have an office on campus; are required to hold regular office hours; teach both fall and spring semesters; attend and participate in departmental and collegiate meetings; serve on departmental, collegiate, and/or university committees; and provide other services in support of departmental and collegiate missions.—such as N-side View Day, FBLA Day, meeting with potential students, Homecoming, student appreciation events, and speaker series events. Typically, faculty will participate in at least four to five service-related events in an academic year. The amount of service required is related to the academic or professional qualification

status of the faculty member. Evidence of meeting these requirements is provided yearly on the faculty activity report and merit evaluation sheet.

Examples of participating activities are:
- Advising clubs, organizations, or student groups
- Supervising student research outside of class or supervising student groups which enter competitions in which they compete against students or teams from other universities
- Serving on faculty oversight committees and department projects
- Collecting and analyzing data for assessment of learning
- Participating in curriculum development for academic programs
- Attending teaching development seminars and workshops
- Participating in college events such as serving as a faculty marshal at commencement or a college representative
- Serving on thesis committees
- Serving as a judge in university competitions
- Serving on department, college, or university governance committees
- Attending department and/or college meetings
- Conducting research in which NSU is listed as their affiliation in the submission of the research for publication to appropriate outlets
- Making presentations, speeches, or being part of panel discussions to university groups or the local business community in which NSU is listed as their speaker affiliation
- Representing the university in interviews with media outlets
- Participating in fundraising and philanthropic activities of the School of Business
- Participating in alumni activities
- Representing the university in discussions/negotiations with potential partners to School of Business programs

Supporting Faculty Members typically includes part-time faculty members such as adjunct instructors. These individuals are considered "supporting" because they are not involved in governance, curriculum development and service activities associated with the operations of the School of Business. Normally, they do not have a permanently assigned office on campus; may teach only in one semester per year; do not serve on committees or provide other services for the department, college or university; and do not participate in university governance.

An exception to the classifications above may be made for a specific faculty member by the SoB director in consultation with the dean and validated by the SoB Leadership Team where non-participating faculty possess relevant professional experience.

Relevant professional experience must be documented by reports of significant experience from contract and consulting engagements or documented by evidence of serving as an employee in a professional capacity. In all cases, this experience must be related to the faculty member's academic discipline or field of instruction. Professional experience may be within the private, public or non-profit sectors.

In addition to the participating faculty, the SoB utilizes several part-time and adjunct faculty on an as needed basis. Tenured and Tenure-track faculty teach 4 classes each semester and instructors teach 5 courses. Course relief may be given for faculty that are developing new courses or those that are assigned additional duties such as area coordinators. Faculty may also be asked to teach an additional course as an overload for additional pay. Figure 10 shows that 88.6% of student credit hours were taught by participating faculty for the 2018-19 academic year.

By Discipline - SCHs	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)
Accounting – SCHs Ratio – P / (P + S) – 91.5% Met	3402	315
Business Administration – SCHs Ratio – P / (P + S) – 83.1% Met	9914	2013
Computer Information Systems – SCHs Ratio – P / (P + S) – 99.0% Met	5091	51
Overall – SCHs Ratio – P / (P + S) – 88.6% Met	18407	2379

Figure 10. Participating Faculty Sufficiency

The evidence used to analyze and determine Faculty Sufficiency and Deployment include submission of a required 5-year faculty vitae every academic year and the analysis of faculty information collected and entered into Table 2-1 and Table 15-1.

To ensure that students in all programs, disciplines, locations, and delivery modes can receive instruction from appropriately qualified faculty, we use the above guidelines and evidence to ensure that our faculty is sufficient. We follow a process to ensure curriculum development, course development, course delivery, assessment and assurance of learning, and other activities are evaluated for each faculty member. The evidence used is Curriculum Review Committee (CRC), AoL /SLO committees, and other appropriate venues like a required Moodle Boot Camp.

Each faculty member participates in a yearly performance review which requires the following documents: faculty activity report, submission into a university assessment system such as Taskstream or Interfolio, a merit worksheet, and a five-year vita.

Faculty Qualifications: The SoB classifies faculty based on the five categories provided by AACSB: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), and Other (O). The criteria for each category was revised and approved by faculty in June 2019 as seen in Appendix 10. Faculty are initially classified based on their academic and/or professional qualifications and maintain their status through ongoing scholarly and/or professional work. Administrators are responsible for approving any changes to the desired scholarly and/or professional work.

The SoB Merit Committee met to determine the minimum requirements for a faculty member to belong to each one of the categories. A separate ad hoc committee, chaired by the now-retired Coordinator of ACCT, researched and defined the expected engagement activities regarding scholarly activities. These recommendations provided one of the rationales for the development of the School of Business Baseline Qualifications Sheet, which was approved in 2017-2018 for full implementation in 2018-2019. This sheet, shown in Appendix 11, shows the necessary initial academic preparation, number of engagement activities, service hours, and other minimum requirements for each category. The SoB faculty provided feedback regarding this document and approved this document after making revisions based on the feedback.

All faculty members are expected to participate in academic, professional, and community engagement activities. Scholarly academics and scholarly practitioners must complete a certain number of academic

engagement activities in a five-year period. Practice academics and instructional practitioners can use professional engagement activities in lieu of the academic engagement activities. All faculty categories, including adjunct and part-time faculty, are expected to complete a certain number of community activities each year. A non-exhaustive list of engagement activities is included in Appendix 12. These engagement activities were defined based on a review of the engagement activities of other AACSB accredited schools, faculty discussions, and/or faculty meetings. For example, some of the listed engagement activities came from a meeting of the CIS faculty to discuss possible engagement activities. The appropriate SoB of Business administrator can approve other activities not included in the list of engagement activities.

Based on further review by the faculty, the SoB faculty increased the standards for academic qualification and professional qualifications to what is included in Appendix 9. These new criteria are based on research of other AACSB accredited universities and align with the mission and vision of the Northwestern State School of Business. The SoB Merit Committee will update the School of Business Baseline Qualifications Sheet in 2019-2020.

The general requirements for the engagement activities by faculty qualification are as follows:

- Scholarly Academic – 2 peer-reviewed research articles and 3 other intellectual contributions
- Practice Academic – 1 peer-reviewed research article and 4 other intellectual contributions
- Scholarly Practitioner – 2 peer-reviewed research articles and 3 other intellectual contributions
- Instructional Practitioner – 1 peer-reviewed research article and 4 other intellectual contributions
- Please note exceptions/caveats do apply in some situations and are notated in Appendix 9.

The policies related to faculty qualifications are aligned with the mission, strategies, and expected outcomes. The decisions of what type of qualified individuals to hire as well as the activities needed to sustain the faculty qualification allow the SoB faculty to support the mission of providing a business education that prepares students for successful careers and responsible citizenship roles. These activities also support the fundamental duty of the School of Business faculty to engage, innovate, and impact. These guidelines provide a mechanism by which the appropriate administrator, such as the dean or coordinator, can review each faculty member's credentials and activities to ensure the faculty member is meeting the conditions within the faculty member's category.

Each fall and spring semester, a member of the SoB tracks faculty members, their faculty qualification, the percent of time devoted to mission, the credit hours they are teaching, and the number of student credit hours they are teaching in an Excel spreadsheet. The Office of Institutional Research staff later confirms this information once census data is available. The Excel spreadsheet also contains formulas that identify the required percentages in the participating/supporting categories and the faculty qualifications. Calculations of this information occur through an overall total, by each program, and by each delivery mode/location. Based on this spreadsheet SoB faculty and administrators can make informed decisions about the offering of new classes, deployment of faculty to teach those classes, and the type of faculty needed in future hires.

The SoB administrators hired many of the faculty under the prior standards that defined faculty under the academically qualified/professionally qualified standard. The full-time faculty hired under those standards operated under the expectation of maintaining academic qualifications. Under the transition to the 2013 standards, these faculty transitioned to a scholarly academic or scholarly practitioner category. Changes from the scholarly expectations require a discussion between the faculty member and the appropriate administrator. As the SoB moves forward to the next five years, the percentages shown in the Excel

spreadsheet will help guide the appropriate choice of category for the hiring of participating and supporting faculty as well as their qualification status.

Table 15-1 and Table 15-2 provide guidance for the documentation of meeting this standard. Table 15-1, including details by faculty member, can be found in the Required Tables section while Table 15-2 is below. Included in these tables are the data for the 1819 academic year, the most recently completed normal academic year. The faculty qualification category is normally established at the beginning of the academic year although some new hires do occur during spring semesters.
Following is a summary of the percentages in Table 15-1:

Table 5. Summary of Table 15-1

	SA Percentage	SA + PA + SP Percentage	SA + PA + SP + IP Percentage
Accounting	62.7% (Met)	64.7% (Met)	100.0% (Met)
Business Administration	51.3% (Met)	81.4% (Met)	93.6% (Met)
CIS	67.4% (Met)	67.4% (Met)	90.4% (Met)
Overall	57.4% (Met)	74.8% (Met)	94.0% (Met)

Following is Table 15-2:

Table 6. Table 15-2

	Faculty Percent of Teaching by Program and Degree Level (By SCHs)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's Program	54%	10%	7%	22%	6%	100%

All areas are now meeting the required percentages for all three categories. The unit staff will continue to monitor these percentages and address any shortfalls that occur. The unit is working with the faculty to improve these percentages and achieve the approved faculty model for the unit.

To fulfill its mission, the SoB needs to ensure faculty resources exceed the AACSB minimum expectation. Thus, the SoB faculty established the following desired faculty deployment model:

Scholarly Academic: 50% - 65%
Practice Academic: 10% - 20%
Scholarly Practitioner: 5% - 20%
Instructional Practitioner: 5% - 20%
Other: < 10%

For the 2018-2019 year, the SoB met the participating ratios overall, in ACCT, in BUAD, and in CIS. A more in-depth examination can occur through the Excel spreadsheet. For example, regarding location/delivery mode, the online delivery mode met all criteria in 2018-2019 as did the classes delivered on the Natchitoches campus. The other category did not meet the minimum required ratio for the SA + PA + SP + IP category which the unit is trying to address with the faculty.

Regarding other modes of delivery, the spreadsheet contains all modes of delivery except the competency-based mode of delivery offered through Electronic and Continuing Education (ECE). Full-time faculty members developed the courses in this mode of delivery in coordination with ECE to ensure consistency with the equivalent courses in the other modes of delivery. ECE staff also undertook a rigorous review of these courses to ensure all courses met their Quality Matters standards. This degree falls outside the normal operating procedures of the SoB.

Professional staff resources and development. The SoB devotes significant effort to the employment and engagement of capable, competent support staff to reach the desired outcomes across a vast array of mission-centric activities. Currently, the SoB employs two highly qualified administrative assistants who ensure the support needs of the undergraduate academic programs are met. Additionally, since the last AACSB report, an enrollment specialist position was created to enhance recruitment and retention activities.

Furthermore, the SoB collaborates closely with professional staff serving in diverse capacities across the university at large to fully support its undergraduate academic programs. The coordinated efforts of the SoB administration, faculty, professional staff and university-level administrative units come together to provide sufficient services to support student learning, instruction, information technology for the degree programs, student career advising and placement, alumni relations, public relations, and fundraising, thus enabling the mission of the School of Business to be achieved. See the innovation, impact, and engagement section for instances of collaborative support efforts between the SoB and specific departments.

The SoB management processes, inclusive of hiring practices, professional development, and evaluation system, for staff align with SoB mission and strategies are described in the next three paragraphs. See Faculty Handbook for support and documentation of established hiring processes and procedures, ongoing professional development opportunities, and evaluation processes.

Hiring practices. Staff positions are advertised on the Louisiana Department of Labor "Louisiana Works," the Department of Civil Service LA Careers "Job Seekers" web site. The site is Louisiana's Internet search engine for classified and unclassified State vacancies. The use of this site for postings ensures the position will attract the most qualified and diverse pool of talent relevant to the position. Internet Job advertisements and staff job descriptions clearly describe staff responsibilities, minimum qualifications, and any other necessary knowledge, skills, or abilities that will ensure those hired will sufficiently support the mission-centric endeavors of the SoB.

Professional development. Professional development opportunities exist for staff to take full advantage of a variety of learning opportunities, including online training tools, workshops, seminars, lunch-and-learns, and conferences. These professional development opportunities give staff members access to the training materials and tools that will enable them to build and enhance the skills and competencies essential to success in their role to support the mission and activities throughout the SoB.

Evaluation system. Staff performance is formally evaluated annually by supervisors. During the formal evaluation process, staff and supervisors work together to establish yearly goals and objectives that align with the mission of the SoB. In addition to the formal performance evaluation process, continuous, informal feedback occurs throughout the year to ensure goals and objectives are on track.

Learning and Teaching

Curricula Management and Development

Several significant, impactful curricular improvements have recently occurred in course content and instructional delivery at the NSU SoB. The SoB has initiated a baseline measure/value for all SoB students in the major discipline areas to capture student business knowledge at the onset of the business school education process until graduation. This development allows the routine measure and evaluation of curricular material during their SoB experience to determine that assurance of learning goals and objectives are being presented, satisfactorily met, and to identify any areas of need.

All changes are faculty driven based upon business and industry feedback, workforce development needs, student needs, and AoLs and goals data analytics. Figure 11 depicts the university curricula procedures which the School follows.
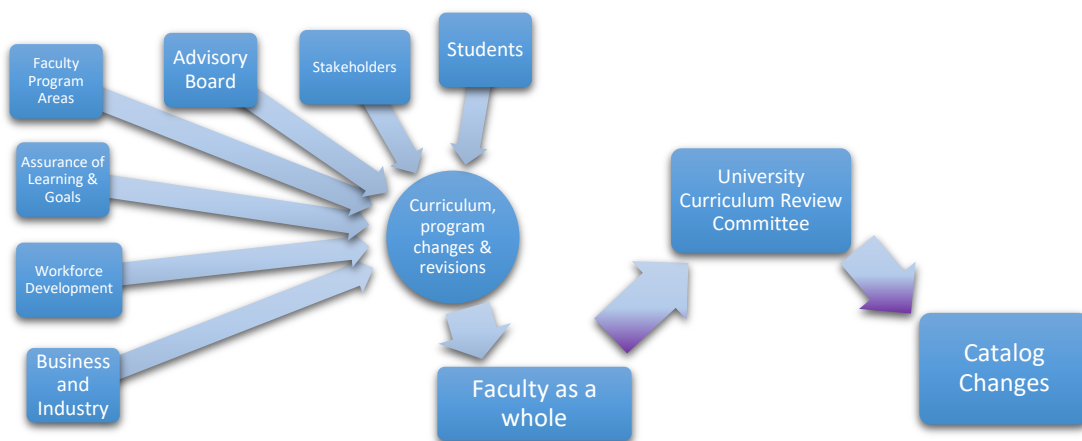
Figure 11. University Curricula Change Procedures

Revisions to course titles and content, business core requirements, and discipline specific program requirements have been made since the 2015 review. External factors, assessment of current business trends, business and industry partner feedback, adherence to the Board of Regents requirements and university requirements caused these changes. An overview of the timeline and revisions as well as those factors impacting those changes are depicted in Appendix 13.

In addition to the development of new courses, external factors have also led to modifications of content in existing classes as well. A new exam on securities regulation that is now available to anyone was introduced in October 2018 and led to changes in the Investments class for Spring 2019. A class on Financial Institutions was reintroduced in Fall 2018 after it had not been taught for the previous ten years. This reintroduction came about due to an additional hire of finance faculty and from discussions with several bankers around town about their need to develop potential and existing employees.

Assessment tools and procedures. The SoB has one Bachelor of Science degree with three majors – ACCT, BUAD, and CIS. They share a common set of business core courses, 33 credit hours, that establishes the basic business foundation. As such, the SoB has a set of shared learning goals for all undergraduate majors. Details of the AoLs are found in Figure 12 below.

- **Effective Communicators:** Students will demonstrate effective oral and written communications skills.
  1. Students will produce professional quality business documents.
  2. Students will deliver professional quality oral presentations.
  3. Students will demonstrate communication skills in team settings.
- **Integration of Knowledge across Business Disciplines:** Students will demonstrate understanding of key concepts and theories in various functional areas of business.
- **Critical Thinking**: Students will apply critical thinking skills.
  1. Students will demonstrate the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities.
  2. Students will demonstrate the ability to generate and compare alternative solutions to business problems.
  3. Students will demonstrate the ability to select feasible solutions to complex business problems.
- **Global, Cultural and Ethical Perspective (Revised in 2012 & Approved 2013 to be a Global Perspective):** Students will identify cultural/global challenges facing management in doing business in the international arena.

Figure 12. List of Each AoL and Objectives for the Degree Program

Assessment tools and process improvements for each learning goal. The CISPAC and the SoB faculty established a set of shared learning goals and identified courses in which assessments of student skills and knowledge would occur. These details can be found in Appendix 4

The School of Business has worked to achieve these goals with the following outcomes:

- The measurement of AoLs is a dynamic, continuous process. Within each goal, faculty-driven and student-driven objectives are established. These objectives are measured. If the objectives are achieved, then recommendations for refinement or new objectives are discussed. If not achieved, the objectives will be refined, adopted, implemented and evaluated.

- During the last AACSB Review, it was suggested that the SoB employ a variety of embedded course evaluations and measurements on a continuous basis to determine if our stated goals and objectives are being met. Our students commonly meet the established criteria for each goal and objective. The SoB routinely utilizes, but is not limited to, the following methods to establish levels of achievement in our given areas for Assurance of Learning:

  1. Matched Pair Analyses: Faculty reviewers evaluate student deliverables, presentation materials and documents and examine standardized business communication examinations.
  2. Pre- and Post- Test Assessments.
  3. Application Assessments.
  4. Team Project Evaluations.
  5. Case Studies.
  6. Students Self-Evaluations on Written Comparison Report Projects.
  7. Educational Testing Service (ETS) Major Field Test in Business. The SoB has been participating in the ETS program since 1992.
  8. Common Body of Knowledge Exam. In addition to the ETS, a faculty-generated Common Body of Knowledge Exam was developed and implemented to measure Assurance of Learning goals for graduating business students across nine business disciplines.
  9. Grading Rubrics. They are an integral part of our Assurance of Learning Evaluation Process.

Information regarding grading rubrics are brought to the students' attention prior to assignment and/or project submissions. The grading rubric is shared with professors seeking to reinforce skills and knowledge base throughout the educational process.

Recent Outcomes of the Assessments. Students are generally meeting the established criteria for the SoB Learning Goals and Objectives. Commonly students perform at or above average scores. The SoB Common Body of Knowledge Exam, when compared to the fall 2010 ETS mean scores, in the Spring Semester of 2014, senior business students performed at or above the overall average score in four of the nine functional areas of business: accounting, management, finance, and information systems. The result has been at or above the expected objective every semester for the past two years. Student performance in the marketing and economics met the objective every semester except for spring 2014.

Learning Goals. The following table provides a link between the four shared AoLs and the area of coverage/measurement in the respective degree program's curriculum:

Table 7. Mapping to Course Coverage

Outcome	Curriculum Coverage
Communication Skills	UNIV 1000 The University Experience- Assessed [C] BUAD 2200 Business Reports and Communication -Introduced & Assessed [A/B, C] MGT 3220 Organization and Management – Practice [B] MKTG 3230 Principles of Marketing-Practice [B] BUAD 3270 International Business – Practice [B] CIS 4600 Advanced Systems Development** Assessed [C] MGT 4300 Strategic Management and Policies-Assessed [C]
Knowledge	UNIV 1000 The University Experience -Assessed [C] FIN 2150 Personal Finance * Introduced & Accessed [A, C] BUAD 2120 Basic Business Statistics – Introduced & Accessed [A, C] FIN 3090 Business Finance [A] FIN 4200 [A/B/C] MKTG 3230 Principles of Marketing – Practice [A/B] MGT 3220 Organization and Management – Practice [A/B] MGT 4300 Strategic Management and Policies – Accessed [C] CIS 4600 Advanced Systems Development** Accessed [C]
Critical Thinking	UNIV 1000 The University Experience – Accessed [C] FIN 3090 Business Finance- Introduced [A] FIN 4200 Financial Policies and Practices***Practiced [B] MGT 4300 Strategic Management and Policies – Accessed [C]
Global, Cultural, and Ethical Perspective	UNIV 1000 The Student Experience– Accessed [C] ACCT 2000 Financial Accounting -Introduced [A] BUAD 2200 Business Reports and Communications – Introduced [A] BUAD 3270 International Business – Practiced [B] MGT 4300 Strategic Management and Policies – Accessed [C] CIS 4600 Advanced Systems Development**- Accessed [C]

Legend: (A)-Introduced; (B)-Practiced; (C)- Assessed BUAD only* CIS only** BUAD and CIS only***

Table 8 shows the curriculum coverage for the 5th learning goal. As previously stated, the first four goals are shared between the three SoB majors, but a fifth goal, unique to each degree program, was recently added to increase the robustness of our assessment process.

Table 8. 5th Goal (degree specific/non-shared) Curriculum Coverage

5th Assurance of Learning Goal	Curriculum Coverage
Accounting: Understand key concepts and theories in various technical and functional areas of accounting	ACCT 2000 Financial Accounting ACCT 4020 Advanced Accounting
Business Administration: Demonstrate ability to solve problems from an integrated multi-disciplinary business perspective	ACCT 2000 Financial Accounting BUAD 2200 Business Reports and Communications BUAD 2120 Basic Business Statistics FIN 3090 Business Finance MGT 3220 Organizations and Management MKTG 3230 Principles of Marketing MGT 3580 Operational Management MGT 4300 Strategic Management and Policies
Computer Information Systems: Understand key concepts and theories in various technical and functional areas of computer information systems	CIS 1015 Introduction to Computer Information Systems CIS 1030 Introduction to Software Development CIS 2050 Essentials of Network Design and Hardware CIS 2980 Database Systems CIS 3020 Web Page Development CIS 3900 Systems Analysis and Development CIS 4600 Advanced Systems Development

In summary, student learning outcome data have been collected, analyzed, and reported across multiple disciplines within the ACCT, BUAD, and CIS degree programs. Measures used to collect data include partial SoB Knowledge Exam (SoBUSKE) results, reports, case studies, projects, additional exams, presentations, and written exercises. From these results, there were several key actions recommended and decisions made regarding the curricula to enhance coverage of necessary skills.

The following subsections, listed by degree program, attempt to summarize and give the rationale for the many changes in our curricula as shown in Appendix 12. Our summary focuses on changes occurring since 2015. These changes include the following:

Changes in assessment tools. Over the last five years, several changes to the assessment process have taken place. These changes are listed below:

- Recognizing that each degree program has unique content as well as shared content, a new AoL goal specific for the degree program was developed. The BUAD degree program gathered baseline data for their fifth AoL goal in 2016-2017, and the ACCT and CIS degree programs gathered baseline data in 2017-2018. The development of the new learning goal was a major update to our AoL process.
- The SoB Knowledge Exam has been used for assessment in the SoB for 10 years. As our curriculum has been updated numerous times over this time period, the Knowledge Exam was redesigned in 2016-2017, with minor changes being finalized in Fall 2018. The revised exam was administered for the first time in 2018-2019. The new exam focuses on updating the test's contents and making the exam more parsimonious. At 132 questions, the faculty felt that the prior exam was too laborious and time consuming for students. As the SoB Knowledge Exam is the primary direct measure of student achievement across the SoB curriculum, the updated exam is a major update to our AoL process.
- Minor language changes to certain mission statements or AoL goals were made to better bring the language in line with changing curricula and updated measurement instruments.

Summary of joint degree programs and transfer credit policies. The SoB has joint degree programs with Louisiana Scholars' College, the state's designated honors college. Students attending the college may seek a joint degree with the SoB for all majors. In addition, the SoB offers a joint degree with the University of Alicante in Spain, and with Shenzhen University in China. Additionally, NSU has numerous study-abroad opportunities. They may be found at https://www.nsula.edu/international/nsu-bilateral-agreements/.

As noted previously, NSU has 2 + 2 agreements with several community colleges and Barksdale Air Force Base (BAFB). Articulation agreements attract new students, increasing the international student base with various countries. We are developing business transfer credit opportunities with the Louisiana Technical and Community Colleges school. This development provides for even a more diverse student population to participate in course discussions and enhance our degree.

Quality teaching and enhancement. Chapter 6 of the NSU Faculty Handbook states, "The ULS Board requires that each university under ULS jurisdiction must evaluate all of its faculty members annually. In addition to helping faculty members in performing professional duties, this evaluation process forms the basis for decisions concerning merit salary increases, retention, tenure, and promotion." This statement forms the basis for faculty evaluation, which includes evaluation of faculty teaching abilities.

The university criteria are clear: excellence in carrying out the responsibilities of the position and significant promise for continued achievement. The responsibilities of a faculty member include, but are not limited to, teaching, advising students, scholarly achievement, public service, and contributing to the department and the university. The following documents and records are available within the SoB and provide evidence of our faculty's teaching and professional effectiveness:

- COBT merit and evaluation documents contain details on each faculty member's education, experience, and accomplishments.
- Class surveys, student evaluation of course, and instructor in every course.
- Class observations by the dean of business school or the department chair/area coordinator
- Self-reported activities
- Types of class offerings (FTF, online, compressed video) as most of instructors teach all modalities to maintain academic rigor.
- Assessment results from the SoB bi-annual assessment process.

The SoB understands that to become the nation's premier regional business program, we must achieve pedagogical excellence and inspire academic excellence in our students. Faculty, the backbone of a university, are provided with the necessary resources to succeed in the classroom. Additionally, their research, expertise, and commitment to success, are valued by staff and students. The following list discusses many of the common ways that the SoB faculty are supported at NSU.

The SoB offers "Lunch and Learn" faculty development sessions multiple times through a semester. Each meeting is on a different topic, and all SoB faculty are welcome to attend. Moodle training courses are offered by the NSU Office of Electronic and Continuing Education to all faculty. All faculty members should take the initial Moodle "boot camp" class before teaching classes. Advanced classes on making quizzes, using forums, syncing with online class resources, and others are available as well. Online courses can undergo a Quality Matters certification to ensure that our online and face-to-face offerings meet the same objectives. For the past several years, Debbie Holloway from McGraw-Hill has hosted faculty training sessions to discuss new developments in online learning systems. Most of the faculty have participated in these sessions or were given a review from an attendee.

In order to achieve NSU's mission, faculty must be current in their field of disciplinary expertise as well as innovative and engaging with their students to maximize learning. The combination of support listed above, along with the collegial atmosphere created through events such as "Lunch and Learn" allows faculty to trade pedagogical ideas, classroom exercises, and discuss other methods of improving the education offered in the SoB. The assessment process, too, helps support the SoB's drive for continuous improvement by helping us identify weaknesses and "close-the-gap" in student knowledge where necessary.

Student Academic and Professional Engagement:

Student academic engagement

The SoB actively engages undergraduate students with opportunities to enhance academic and professional experiences. Students organizations supported by the school include:

- Association of Information Technology Professionals, a leading national association that helps students build professional networks, strengthen technical knowledge and soft skills, develop personal career paths, and keeps current on technology business trends. Students participate in regional and national competitions and conferences and have earned 20 awards since fall 2014.
- Beta Alpha Psi, The International Honor Organization for Financial Information Students and Professionals, whose mission is to encourage the study and practice of accountancy, finance, and information systems, to provide opportunities for service, professional development, and interaction among financial professionals, and to foster lifelong ethical, social, and public responsibilities. Students participate in the Southwest Regional meeting and the Annual meeting in Washington D.C., where they network with students and professional partners, give presentations about the NSU chapter, and participate in service activities
- Beta Gamma Sigma, The International Business Honor Society, whose mission is to encourage and honor academic achievement, cultivate and celebrate leadership and professional excellence, advance the values of the Society, and serve its lifelong members. Membership to the society is by invitation only and is offered to the top 10% of Juniors and Seniors.
- Business Professionals of America - Phi Beta Lambda, whose mission is to inspire and prepare students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. Student participate in leadership activities, educational programs, and regional, state, and national competitions, and have earned 92 state and 7 national awards from spring 2014 to spring 2019.

- Epsilon Delta Pi Honor Society in The Computer Sciences. Membership is awarded to CIS students who achieve academic excellence, display creativity, and maintain a positive reputation. (Note: the national organization was discontinued, and we are currently searching for a replacement.)
- Student Advisory Outreach Board (SAOB) – A student led organization to provide feedback to the dean and faculty, foster engagement campus-wide, and assists in developing a positive image. Students provide service to the School of Business during events and hosts an empowerment event.

Faculty also encourage students to participate in university-wide organizations and take on larger roles. For example, several business students are members of Phi Beta Delta Honor Society for International Scholars, which affords students exposure to other disciplines and international students. The current student PBD board member is a major in CIS. In another example, students participate in the NSU Student Government Association, the last two presidents being SoB students.

The SoB highlights student achievements in experiential learning through several activities. Each fall semester, we host an industry advisory council where students present their experiential learning projects gathered from our industry partners. In spring semesters, we hold an annual showcase with our industry partners that gives students another opportunity to present. These activities also give opportunities for the student to gain industry knowledge and engage representatives from businesses across the state of Louisiana and the United States.

Guest speakers are a routine experience for business students. Students can interact with guests across the campus, and those invited specifically for the SoB. For example, every fall, the SoB hosts the J. Walter Porter Forum with multiple speakers presenting business topics with a focus on leadership, success, ethics, and others that construct an atmosphere of achievement. Past topics include:

2019 Growing Business while Sustaining the Environment
- Kevin Guth, KGC
- Whit Rankin, Rankin, LLC Consulting Engineers

2018 Leadership & Empowerment: Time's Up! The fight against sexual harassment in the workplace
- Julie Couret, 7602 Business Performance
- Keith Poirrier, Quicktax Financial Services, LLC

2017 It's Not Business as Usual. Going above and beyond expectations.
- Rob Robertson, Wells Fargo Home Mortgage
- Nikki Ceaser Small, Northwood University
- Tommy Wright, RSM US, LLP

2016 Celebrating the Past, Present, and Future of Business and Technology.
- Corinne Hoisington, Central Virginia Community College
- David Morgan, Association Member Benefits Advisors

2015 Enron & Beyond: What the Rise & Fall of this Fortune 500 Company Should Mean to You
- Theodore Jones, Esq., Northwestern State University
- Joseph K. Dowley, Esq., Private Attorney
- Wilbert J. Tauzin, Esq., retire US congressman and cofounder of Tauzin Consultants

Faculty often invite speakers to the classroom, and open the presentation to all students in the SoB for discussions covering various topics including accounting, business, entrepreneurship, human resources, business management, information technology, professionalism, ethics, and others, with a focus on innovation and student engagement. Some examples for the 2018-2019 academic year include:

- Nick Courville, CPA, Heard, McElroy & Vestal, "Building More Effective Relationships Accounting Opportunities", ACCT 3190
- Emily Leahy and Malia Wollerson, Heard, McElroy & Vestal, "Taxes", ACCT 3180
- Aimee Fallon & Randee Knapp, Natchitoches Regional Medical Center, "Proper Hiring and Firing of Employees", MGT 4270
- James P. Kilcoyne, Retired-Director of Small Business Development Center and Business Consultant, "Crafting Your Elevator Speech", BUAD 4900
- Monty Chicola, History of Real Vision Software, CIS 3900
- Ron Martin, "Professionalism & Ethics", CIS 1015
- Lewej Whitelow, "IT Consulting", CIS 1015
- Dallas Owens, Professions at Carmax, FIN 3090
- Chad Wilson, Potential Career Opportunities with the FDIC, FIN 3090

Academic and professional success is an overarching theme in the SoB. Our Advising and Retention committees work with faculty to host events that engage students to think professionally. This includes Resume Days, when faculty gather to help students review resumes for job opportunities and career fairs, and invited guest speakers provide interviewing tips, mock interviews, professional etiquette, and other topics. In fall 2018, approximately 20 students participated in the resume reviews and approximately 40 students attended the guest speaker, Dr. Niesha McCoy from General Dynamic Information Technology (GDIT). In spring 2019 approximately 45 submitted resumes for review and attended two guest speakers, Dr. Niesha McCoy, and Randi Washington from NSU Career Center.

Faculty members across the curriculum require students to participate in experiential learning. Students are assigned projects that require learning and doing rather than simply learning. For example, the projects that CIS students "tackle" and successfully complete are projects in the actual business world---helping develop web pages for non-profit organizations such as the Natchitoches Humane Society, being available for "help" with technology equipment—computers, etc. Another more recent example involves the implementation of the "Inferno Pitch," throughout several class in the School of Business. The Inferno Pitch is a competition sponsored by Louisiana's Entrepreneurial Accelerator Program (EAP). In this program, students take new business ideas and produce business models that compete for funding, legal assistance, and managerial help. Students use class projects to produce business models and a "lean canvas" and apply to join the competition. Faculty serve as mentors and guide students in their preparation for the competition. The competition is judged by EAP personnel.

Students are also encouraged to complete internships, co-op experiences, and/or engage in industry sponsored projects. Currently, most internships are not connected directly with business courses and we rely on students to self-report their experiences. During the 2018-2019 academic year, where we are including summer 2018 and Summer 2019, we had 17 reported internships at companies including:

- 1 - State Farm, Baton Rouge, LA
- 1 - Natchitoches Regional Medical Center, Natchitoches, LA
- 2 - U.S. FDIC, Dallas, TX
- 2 - Waskom, Brown and Associates, Natchitoches, LA
- 6 - CSRA/GDIT, Bossier City, LA
- 1 - Southern Scripts, Natchitoches, LA
- 1 - Group O, Milan, IL
- 3 – Real Vision Software, Alexandria, LA

The cooperative occupational experience I and II courses allow students to receive credit for supervised work experience in related occupational areas. Course objective include providing integration of work-related topics with educational assignments, on-the-job practical training while pursuing a formal education, institutionally supervised work experience that integrates with university studies, and progressively higher levels of experience and more responsibilities each work term. During the 2018-2019 school year, including summer 2018, there were 35 students enrolled.

The School of Business provides students with experiential learning and highlights student achievements in experiential learning through several activities. Many projects are industry provided through our partnerships. Each fall semester, we host an industry advisory council where students present their experiential learning projects. In spring semesters, we hold an annual showcase with our industry partners that gives students another opportunity to present their work. These activities give student's opportunities to gain industry knowledge and engage representatives from businesses across the state of Louisiana and the United States. Some recent projects included:

- Bus Routing System for Sabine Parish School Board
- Document Routing System for NSULA Human Resources
- Website Update and Maintenance for Legacy Cafe
- Solving Issues and Promoting Better Business Practices with:
    - ANON Vines and Tynes, Inc.
    - International Paper
    - NSU Foundation and NSU Athletic Department
    - Natchitoches Coalition for the Homeless
    - Smoothie King
    - Mama's and Papa's Restaurant
    - National Resource Conservation Service (Natchitoches branch)
    - Walmart Super Center #170 Natchitoches

Executive Education

While the SoB offers executive education programs, such as continuing legal education or QuickBooks professional development training, these programs do not rise to the level of "significant" or "material" as defined by the AACSB standards. Less than five percent of the school's annual resources come from these activities. Thus, executive education programs should be excluded from the accreditation review.

Strategies Supporting Faculty Engagement

The SoB prepares our students to be lifelong learners. Likewise, we expect faculty to constantly expand their knowledge. As part of this, the SoB hosts annual trainings for our faculty and staff with the goal of enhancing communication within our School and with our stakeholders. These have included an Emergenetics workshop where faculty learned about their individual profiles, training by Julie Couret on leadership and communication in the business world, and a demonstration of new technologies in the classroom by Corinne Hoisington.

The SoB also encourages a collaborative community where faculty members often work together on research projects. This is especially important for new faculty members and those that are not meeting expectations. By working together, experienced faculty members can help to mentor junior faculty members on an official or unofficial basis.

The University provides support for faculty teaching, research, and service. Teaching support includes the online bootcamp and faculty development training. All faculty members that teach online are required to take the bootcamp class on Moodle. Online classes are also evaluated under the Quality Matters rubric for the benefit of both the faculty member and students.

Training is an on-going process and the School and University provides continued support in the form of online, face-to-face, and WebEx training classes. Information on the institutional support is available at https://www.nsula.edu/ece/professionaldevelopment/. The University also offers information on available grants and assistance in grant writing available at https://www.nsula.edu/tied/osp/.

Professional development in their own area is largely left to individual faculty members and is funded through their professorships or the SOB Directors Fund. Faculty members may attend seminars or take classes needed for continuing education and professional certification. They may also do so to enhance or expand their knowledge such as taking a Data Analytics course to keep up with new technologies.

Faculty may also be allowed to take sabbaticals for the purpose of professional or cultural improvement with approval from the Dean, Provost, President and the UL System Board of Supervisors. Leave may be granted for up to one year if the faculty has been with the university for six consecutive years. Faculty on sabbatical may receive compensation up to 75% of their normal compensation with the understanding that the individual return to the institution for at least one year of further service.

Additional Items to Include with the Continuous Improvement Review Report

1. **Scope of Review**:

Confirm the degree programs that were identified in the scope of review letter

Program Name	Level	Location	Date Established (Year Only)
BS in Accounting	Undergraduate	On-Campus, Online	App. 1960
BS in Business Administration	Undergraduate	On-Campus, Online	App. 1960
BS in Computer Information Systems	Undergraduate	On-Campus, Online	App. 1981

Provide any additional comments regarding the scope of accreditation as listed above.

2. **Required Tables**

See document and required table section for required tables.

3. **Strategic Plan**

See appendix for the current strategic plan.

Required Tables

Table 2-2: Five Year Summary of Peer Reviewed Journals and Number of Publications in 2015-19

Publication	Count
Accounting	
Global Economy and Finance Journal	1
International Journal of Business Disciplines	3
International Journal of Business and Management	1
International Journal of Critical Accounting	4
International Journal of Education Research	1
International Journal of Innovation Education and Research	1
Business Administration	
American International Journal of Business Management	1
American Journal of Management	1
Federation of Business Disciplines Journal	1
International Journal of Innovation Education and Research	3
International Journal of Business and Applied Social Science	1
International Journal of Business, Management and Social Research	1
Journal of Economics and Finance	1
Journal of Educators Online	1
Journal of Global Education and Research	1
Journal of Leadership, Accountability, & Ethics	1
Journal of Marketing Development and Competitiveness	1
Journal of Progressive Research in Social Sciences	1
Journal of Research in Business Information Systems	1
Marketing Education Review	1
Computer Information Systems	
International Journal of Business, Management and Social Research	1
Issues in Information Systems	**1**
Journal of Medical Problems of Performing Artists	1
Journal of Research in Business Information Systems	4
Total Journal Publications	**34**
Total Journal Outlets	**21**

Note: Data in this table reflect the Faculty Data Base as of Dec 31, 2019. Non-duplicated articles

Table 15-1: 2018-2019 Faculty Portfolio and Sufficiency

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5) SCHs		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Std 15)					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for that category
Faculty Member's Name (Please organize and list individually in groups)	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Accounting Faculty											
Abukhalaf, Ronnie	01/08/2018	PhD, 2016	516		UT, RES, SER	100					Awarded PhD in 2016
Aldredge, Melissa	08/09/2011	DBA, 2017	627		UT, RES, SER	100					Awarded DBA in 2017
Committee, Bruce	08/13/2018	PhD, 1983	213		UT, RES, SER	100					Meets requirement of 2 journal articles and 3 other

											academic contributions
Cooley, Glen	06/20/1990	PhD, 1981	627		UT, RES, SER	100					Meets requirement of 2 journal articles and 3 other academic contributions
Mobley, Diane	08/09/2016	MBA, 2016	825		UT, SER				100		Meets requirements of 3 professional engagement activities
Smith, James	01/07/2019	DBA, 1994		54	UT		12.5				Meets requirements of 5 professional engagement activities
Turner, Robert	08/09/2011	MS, 1964	594		UT, RES, SER				75		Meets requirements of 3 professional engagement activities
Vienne, Margaret	08/09/2005	MS, 1990		261	UT				50		Meets requirements of 3 professional

											engagement activities
Total Accounting – SCHs & FTE			3402	315		400 (62.7%)	12.5 (2.0%)	0 (0.0%)	225 (35.3%)	0 (0.0%)	
Accounting Ratios	P / (P + S) for Credit Hours: 88.9% - Met; P / (P + S) for SCHs: 91.5% - Met Minimum SA >= 40% - Met (62.7%) Minimum SA+PA+SP >= 60% - Met (64.7%) Minimum SA+PA+SP+IP >= 90% - Met (100.0%)										
Business Administration Faculty (Includes BUAD, FIN, MGT, and MKTG)											
Albritton, Taylor	01/08/2018	MBA, 2017		45	UT					12.5	Dual Enrollment Instructor
Amberg, Landon	01/10/2017	MS, 2001		105	UT					12.5	Primarily an HMT faculty member; taught FIN 2150
Ceaser, Nikki	01/07/2019	EdD, 2018		213	UT	37.5					Awarded EdD in 2018
Champion, Sue	08/01/2007	MS, 1970	846		UT, RES, SER				100		Meets requirement of 2 journal articles and 3 other

Name	Date	Degree			UT/RES/SER						Notes
											academic contributions
Croghan, Tammy	08/09/2015	PhD, 2008	423		UT, RES, SER	100					Meets requirement of 2 journal articles and 3 other academic contributions
Dubois, Sarah (Lise)	08/09/2015	MS, 1989	276		UT, SER				50		Meets requirements of 3 professional engagement activities
Fair, Mary Beth	01/07/2019	JD, 2010	306		UT		100				Meets requirements of 5 professional engagement activities
Fox, Michael	01/10/2017	MS, 1981		234	UT				37.5		Meets requirements of 3 professional engagement activities
Habig, Phil	01/01/2007	MBA, 2004	699		UT, SER			100			Meets requirements of 5 academic

											engagement activities
Hanson, Brenda	08/09/2008	PhD, 2000	258		UT, RES, SER	50					Meets requirement of 2 journal articles and 3 other academic contributions
Hardaway, Melissa	08/09/2016	MS, 2012		198	UT				37.5		Meets requirement of 3 professional engagement activities (through FT work)
Hardy, Marcia	08/09/2014	PhD, 1990	606		UT, RES, SER	100					Meets requirement of 2 journal articles and 3 other academic contributions
Hardy, Raylie	01/15/2016	MBA, 2016		219	UT				37.5		Meets requirement of 3 professional engagement activities (through FT work)

Jeffery, Mariah	06/01/2016	PhD, 2005		300	UT					50	Hired as adjunct based on professional experience; Has now moved to academics and completed 1 scholarly journal article
Jones, Marcus	08/01/2000	JD, 1999	51		ADM, UT, RES, SER		25				Meets requirements of 5 professional engagement activities
Jones, Ted	01/10/2015	JD, 1968	6		UT, SER		12.5				Meets requirements of 3 professional engagement activities (through law/government relations practice)
Kilcoyne, Margaret	07/01/1996	PhD, 2003	41		ADM, UT, RES, SER	25					Meets requirement of 2 journal articles and 3

											other academic contributions
Knight, Adrion	01/05/2015	MBA, 1981	204		UT, SER					27.27	In BUAD and CIS
Liao, Weiwen	08/09/2016	PhD, 2009	687		UT, RES, SER	100					Meets requirements of 2 journal articles and 3 other academic contributions
Matuschka, Thomas	01/07/2019	Master, 2013		21	UT				12.5		Meets requirements of 3 professional engagement activities (through FT work)
McDonald, Julie	10/01/1989	PhD, 2003	732		UT, RES, SER	100			12.5		Meets requirement of 2 journal articles and 3 other academic contributions
McDowell, Qwontice	01/07/2019	MBA, 2018		78	UT				12.5		Meets requirements of 3 professional

Name	Date	Degree									Notes
											engagement activities
Miranda, Vianka	01/08/2018	DBA, 2019	717		UT, RES, SER	100					Achieved ABD status in 2017
Nguyen, Huong	08/14/2017	PhD, 2012		90	UT	12.5					Meets requirement of 2 journal articles and 3 other academic contributions
Norris, Traci	08/09/2016	MA, 2002		150	UT				37.5		Meets requirements of 3 professional engagement activities
Parker, Carmella	08/09/2014	JD, 2002	324		UT, RES, SER	100					Meets requirement of 2 journal articles and 3 other academic contributions
Perez-Montes, Joseph	01/08/2018	JD, 2009		144	UT		25				Meets requirements of 5 professional engagement activities

Name	Date	Degree			Role						Notes
Prejean, Elizabeth	08/09/2015	DBA, 2017	792		UT, RES, SER	100					Awarded DBA in 2017
Rider, Don	08/14/2017	MA, 2016; GC, 2016	90		UT, RES, SER				11.11		Meets requirements of 3 professional engagement activities
Smith, James	01/07/2019	DBA, 1994		12	UT		12.5				Meets requirements of 5 professional engagement activities
Stacy, Mary Edith	08/09/2016 (As adjunct)	PhD, 2003	723		UT, SER		100				Meets requirements of 5 professional engagement activities
Swanstrom, Mark	08/13/2001	PhD, 2001	471		UT, RES, SER	100					Meets requirement of 2 journal articles and 3 other academic contributions
Sylvester, Rusty	01/10/2017	JD, 1987		93	UT		25				Meets requirements of 5

											professional engagement activities based on being a partner at Brittain & Sylvester
Tarver, Mary Beth	08/09/2012	MSEd, 1970	90		UT, RES, SER				8.33		Meets requirements of 3 professional engagement activities
Tarver, Rick	08/09/2016 (As Adjunct)	PhD, 1996		111	UT					25	In BUAD and CIS
Upshaw, Danny	08/09/2015	DBA, 2014	834		UT, RES, SER	100					Meets requirement of 2 journal articles and 3 other academic contributions
Williams, John	08/19/1991	JD, 1968	738		UT, SER		100				Meets requirements of 5 professional engagement activities

			991 4	201 3		1025 (51.3%)	400 (20.0%)	200 (10.0%)	244.4 (12.2%)	127.3 (6.4%)	
Total Business Administration – SCHs & FTE											
Business Administration Ratios	P / (P + S) for Credit Hours: 81.0% - Met; P / (P + S) for SCHs: 83.1% - Met Minimum SA >= 40% - Met (51.3%) Minimum SA+PA+SP >= 60% - Met (81.4%) Minimum SA+PA+SP+IP >= 90% - Met (93.6%)										

Computer Information Systems Faculty											
Hardaway, Melissa	08/09/2016	MS, 2012		33	UT					25		Meets requirement of 3 professional engagement activities (through FT work)
Horton, Eddie	08/09/2014	PhD, 2017	378		UT, RES, SER	100						Awarded PhD in 2017
Knight, Adrion	01/05/2015	MBA, 1981	534		UT, SER						72.72	In BUAD and CIS
Penrod, Curtis	08/09/2014	MBA, 2010; ABD, 2018	369		UT, RES, SER	100						Achieved ABD status in 2018
Perez-Mira, Begona	01/13/2011	PhD, 2010	468		UT, RES, SER	100						Meets requirement of 2 journal articles and 3 other academic contributions
Pharris, Lily	08/09/2016	MBA, 2009; ABD, 2018	609		UT, RES, SER	100						Achieved ABD status in 2018
Powell, Jason	08/09/2015	PhD, 2015	624		UT, RES, SER	100						Awarded PhD in 2015

Name	Hire Date	Degrees	SCHs	Credit Hours	Classification	SA	PA	SP	IP	O	Notes
Rider, Don	08/14/2017	MA, 2016; GC, 2016	567		UT, RES, SER				88.88		Meets requirements of 3 professional engagement activities
Tarver, Mary Beth	08/09/2012	MSEd, 1970	870		UT, RES, SER				91.63		Meets requirements of 3 professional engagement activities
Tarver, Rick	08/09/2016 (As Adjunct)	PhD, 1996		18	UT					12.5	In BUAD and CIS
Wright, Sarah	08/01/2002	MS, 2002; ABD 2016	672		UT, RES, SER	100					Awarded PhD in 2018
Total Computer Information Systems – SCHs & FTE			5091	51		600 (67.4%)	0 (0.0%)	0 (0.0%)	205.5 (23.1%)	85.2 (9.6%)	
Computer Information Systems Ratios	P / (P + S) for Credit Hours: 96.3% - Met; P / (P + S) for SCHs: 99.0% - Met Minimum SA >= 40% - Met (67.4%) Minimum SA+PA+SP >= 60% - Met (67.4%) Minimum SA+PA+SP+IP >= 90% - Met (90.4%)										

Grand Total			18407	2379		2025 (57.4%)	412.5 (11.7%)	200 (5.7%)	674.9 (19.1%)	212.5 (6.0%)	
Overall Ratios	P / (P + S) for Credit Hours: 86.5% - Met; P / (P + S) for SCHs: 88.6% - Met Minimum SA >= 40% - Met (57.4%) Minimum SA+PA+SP >= 60% - Met (74.8%) Minimum SA+PA+SP+IP >= 90% - Met (94.0%)										

NOTE: The normal academic year consists of a spring and a fall term.

NOTE: The "teaching productivity" measure is student credit hours (SCHs).

NOTE: Assistant professor and higher faculty teach 12 credit hours per semester. Instructors teach 15 credit hours per semester. Any classes taught beyond these amounts are either volunteer hours or hours paid through an extra services contract.

NOTE: For the part-time faculty and adjuncts, percent of time devoted to mission is based on 12 credit hours per semester.

Appendix

Appendix 1: Prominent Alumni of SOB

Appendix 2: SWOT Analysis

Appendix 3: Faculty Committees (as of 2018-2019)

Appendix 4: Business Administration Assessment Report for 2018-2019

Appendix 5: Where We Are, Where We Need to Be, and Where Do We Want to Be

Appendix 6: SoB Strategic Plan 2018 - 2023

Appendix 7: Baccalaureate Degrees Awarded by Degree Program

Appendix 8: Faculty Growth

Appendix 9: Faculty Qualifications and Engagement Criteria

Appendix 10: Merit Committee Baseline Qualifications Sheet

Appendix 11: Engagement Activities

Appendix 12: Curricula Revision From 2015 to 2019

Appendix 1: Prominent Alumni of SoB

The SoB Recognizes among its living business alumni several CEOs, presidents, vice presidents, managers, and directors in business; government officials; and educators, including 98 higher education faculty members. To list a few are:

- Dr. Doyle Z. Williams - served as a Dean at the University of Southern California and the University of Arkansas. Williams has also held leadership positions in national accrediting agencies such as the vice-chair and chair of AACSB International in 2004, and top professional organizations in the field of accounting such as President of the American Accounting Association. (https://news.uark.edu/articles/9628/doyle-z-williams-plans-return-to-faculty-after-12-years-as-dean-of-the-sam-m-walton-college-of-business)
- Dr. Eugene Robert Easley, Ph.D. - Chief of Staff to the Vice President at Boeing and NASA
- David Morgan, Sr. (retired) – Since 1981 he has had a successful career in the insurance field selling insurance to active teachers and then to large state retired teacher associations; in 1991 sold United Teacher Associate Insurance Company [revenue of $200 million and 250 full-time employees to the last company Association Member Benefits Advisors [AMBA]
- David Morgan, Jr. – Owner, Chief Executive Officer – Premier Affinity Services.
- Dr. William V. Muse – a national leader in higher education serving as President of Auburn, University of Akron, and East Carolina University
- Bobby Hebert – Member of Michigan Panthers, New Orleans Saints, and Atlanta Falcons.
- Fred Clark – President/CEO of Sterling Sugars, Inc. & Chairman of the State of Louisiana Board of Parole
- Robert F. Kelley [deceased 2017]– Partner-Arthur Anderson & Co.
- Karl Moore - International Paper's Staff Vice-President and Chief Information Officer
- Theodore H. Roberts – President of LaSalle National Corporation
- Grover Davis – Envista Forensics Chief Executive Officer
- Theodore (Ted) L. Jones – providing counsel to candidates and office holders at all levels of government including Louisiana governors, congressmen, and U.S. senators.
- Monty Chicola – President, Real Vision Software

Appendix 2: SWOT Analysis

Strengths of the School

- AACSBI Accreditation (Reaffirmation 2015)
- Three strong business majors – Accounting, Business Administration, and Computer Information Systems - providing good Louisiana employment opportunities meeting the five-star jobs
- Embrace and responsive to the needs of business and industry partners by creating new courses or offering certifications
- Reasonable tuition costs
- Seamless integration-mirrored course content among online, face-to-face, and compressed video courses of all three majors
- International presence in several countries like Colombia, France, Spain, and China
- Technology supported from special student fees and lab fees
- Embedded experiential learning opportunities within all majors
- Separate business building with small classrooms that complement the teaching mission
- Permanent facilities in Alexandria, Leesville, Marksville, and Shreveport
- NSU provides leadership in electronic and continuing education for the University of Louisiana System
- Regular and visible recruitment of business graduates by national firms (State Farm, Enterprise, IBM, Century Link, USAA, GDIT)
- National and regional recognition of Phi Beta Lambda/Business Professionals of America (PBL/BPA) and Association of Information Technology Professionals (AITP)
- Highly motivated, dedicated and diverse faculty with international travel exposure
- Sixteen endowed professorships and one endowed chair
- Linking the business world, university and community through forums, like J. Walter Porter Forum, Business and Industry Showcase, and Start the Spark Series
- Historic Natchitoches is an attractive college community with vibrant tourist influx
- Excellent relations with business and community leaders

Weaknesses of the School

- Limited local job/internship and entertainment opportunities for students because of rural location
- Low faculty pay by regional and national standards; the only faculty salary adjustment in the past five years was in 2017-2018.

- State funding impacts the ability to obtain resources, to support, teaching, research and service
- Unfilled administrative and faculty positions resulting in insufficient administrative and academic support
- Faculty composite with possible retirements looming; 5 faculty members and the Dean with potential retirement status in the next 3 to 5 years

Opportunities for the School

- Increase enrollment with 2 + 2 agreements with several state community colleges and Barksdale Air Force Base (BAFB); articulation agreements attract new students
- Develop business transfer credit opportunities with the Louisiana Technical Colleges
- Economic technology boom in North Louisiana-emerging technology sector called "North Louisiana Innovation Corridor" (http://www.nlep.org/Site-Selection-Key-Industries-Technology.aspx)
- Political forces are reshaping the way that higher education funding is established.
- Incorporation of providing business certifications that can translate into credit hours if applicable
- Increase international student base with various countries.
- Increase face-to-face, distance and electronic venues to command a global presence for programs
- Potential students (653,000 adults with some but no degree) through participating in Compete Louisiana program
- Create a 'Global Entrepreneurship' Center with a conference center and hotel and an incubator for small businesses
- Develop stronger ties with business alumni to strengthen gift giving initiatives

Threats to the School

- Strong competition for students and budgets among the other universities in Louisiana
- Present financial climate makes recruitment of new students and retention of current students difficult
- National faculty pay scales increase expectations making faculty recruitment and retention difficult; higher salaries from competing schools draw away School of Business faculty
- Quantity of regional and Louisiana high school graduates is decreasing
- Increased competition by other universities in the online course delivery venue

Appendix 3: Faculty Committees (as of 2018-2019)

AOL#1 (Effective Communication) Committee: Julie McDonald (Chair), Sue Champion, Phil Habig, Beth Prejean, Danny Upshaw

AOL#2 (Knowledge of Business) Committee: Danny Upshaw (Chair), Missy Aldredge, Marcia Hardy, Maria Miranda, Curtis Penrod, Lily Pharris, Jason Powell, Mark Swanstrom

AOL#3 (Critical Thinking) Committee: Mark Swanstrom (Chair), Lise Dubois, Eddie Horton, Adrion Knight

AOL#4 (Global Perspective) Committee: Carmella Parker (Chair), Sue Champion, Mary Beth Fair, Marcia Hardy, Weiwen Liao, Julie McDonald, Begona Perez-Mira, Sarah Wright

Continuous Improvement, Strategic Planning & Accreditation: Marcia Hardy (Chair), Julie McDonald, Carmella Parker, Curtis Penrod, Begona Perez-Mira, Mark Swanstrom, Margaret Kilcoyne (ex officio)

CAEP Representative: Julie McDonald

CRC Representative: John Williams

SBUS Curriculum Committee: All faculty. However, there are subcommittees by major (ACCT, BUAD, CIS, HMT). See note below for process.

Diversity Committee (selected at university level): Begona Perez-Mira

Faculty Senate: Landon Amberg, Jason Powell, Danny Upshaw

Confirmed 02/28/19 - Hall of Distinction Committee: Carmella Parker (Chair), Marcia Hardy, Margaret Kilcoyne, Elizabeth Prejean

IRB Representative (selected at university level): Begona Perez-Mira

J. Walter Porter Forum: Carmella Parker (Chair), Missy Aldredge, Tina Bridges, Sue Champion, Margaret Kilcoyne, Julie McDonald, Begona Perez-Mira, Don Rider, Sarah Wright

Merit Committee: Eddie Horton (Chair), Marcia Hardy, Diane Mobley, Carmella Parker, Curtis Penrod, Lily Pharris, Begona Perez-Mira

Professorship Committee (Appointed by Dean/Director): Begona Perez-Mira (Chair), Melissa Aldredge, Marcus Jones, Julie McDonald, Mark Swanstrom

Retention, Tenure, and Promotion Committee (Appointed by Dean/Director): Begona Perez-Mira (Chair), Glen Cooley, Marcus Jones, Mark Swanstrom, John Williams

RCGC Committee (selected by dean/director): Carmella Parker

COBT Advising Committee: Jason Powell (Chair), Missy Aldredge, Lise DuBois, Rafiqul Islam, Connie Jones, Weiwen Liao

COBT Recruitment Committee: Elizabeth Prejean (Chair), Ronnie Abukhalaf, Michael Fox, Marcia Hardy, Connie Jones, Adrion Knight, Maria Miranda, Qwontice McDowell, Diane Mobley, Curtis Penrod, Nabin Sapkota, Danny Upshaw

COBT Retention Committee: Sarah Wright (Chair), Melissa Aldredge, Xinjiia Chen, Connie Jones, Qwontice McDowell, Jason Powell, Mary Edith Stacy, Mary Beth Tarver

Research Committee (selected at university level): Begona Perez-Mira

NOTE: To begin, curriculum change can come about from a variety of sources. Internal or external stakeholders may identify weaknesses or opportunities in our course offerings or in our students' performances (both prior to and after graduation) and may

suggest improvements to the curriculum to improve these weaknesses. The faculty from the appropriate degree program then discuss and vote about the proposed changes. If approved, the proposed changes may move forward and be discussed by the overall School of Business faculty and administration at meetings to ensure that changes in the curriculum affecting one degree will not have unintended effects on other degree programs. Then, the dean of the College of Business submits the proposed changes and appropriate paperwork to the University Registrar's office. Last, the registrar presents the proposal to the university's Curriculum Review Council (CRC), which reviews the proposal. The CRC, which exists to "advisory capacity on curricula matters and standards," is comprised "fourteen faculty members, to include representatives from each of the colleges, appointed by Deans; a faculty representative selected by the Faculty Senate; President of the Student Government Association; the Provost and Vice President for Academic and Student Affairs, who chairs the Council; the Executive Director of Fort Polk Center; the University Registrar; and the Director of University Libraries" (https://registrar.nsula.edu/crc-appendices/) Any proposed curriculum changes must go through the full process before being approved.

Appendix 4: Business Administration Assessment Report for 2018-2019

Division or Department: School of Business

Prepared by Marcia Hardy, Ph.D. and Mark Swanstrom   **Date: 6.26.2019**

Approved by Margaret Kilcoyne, Ph.D., Dean   **Date: 6.27.2019**

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Business and Technology Mission. The College of Business and Technology is dedicated to providing a high quality – market responsive business and technology education, preparing our diverse student population for successful careers and enriched lives in the public, private and nonprofit sectors, and enhancing our students' academic experiences through our research and scholarly activities. (Adopted September 28, 2015, 04/13/2018)

School of Business Mission.   The mission of the School of Business is to **provide our diverse student population with a business education** that **prepares them for successful careers and responsible citizenship roles** in **the world of business**. (Adopted 2017-2018 Mission wording was revised to include, "our diverse population". As such, NSU's School of Business is committed to…

Providing students with a business education. This means that we strive to provide students with opportunities to become effective communicators, critical thinkers, develop knowledge across the business disciplines, and global perspective. (Revised 2012 and approved 2013).

Preparing them for successful careers and citizenship roles. This means that we provide education experience and opportunities.

…In the world of Business. This implies developing a global perspective that involves managing activities that foster the transfer of goods and services in organizations of all types wherever found.

Business Administration Program Mission Statement: The mission of the Bachelor of Science in Business Administration in the School of Business at Northwestern State is to prepare our diverse student population for careers as business professionals in public, private and nonprofit sectors, and/or for advancement into graduate programs. This purpose will be met by providing quality online and face-to-face business and technology instruction and academic support with high academic standards, superior teaching, quality research, significant service, and effective use of technology for the citizens of our region. (Approved by BUAD faculty on 04/05/2017; 04/13/2018)

Purpose: To prepare students for careers as business professionals in the public, private and nonprofit sectors, and/or for advancement into graduate programs.

Methodology: The assessment process for the School of Business includes:

(1) A variety of assessment tools (quantitative, qualitative, direct and indirect) are used to collect data for analysis for each of the five Student Learning Outcomes (SLOs).

(2) Data is collected and returned to the SLO Chairs.

(3) Summary results are analyzed to determine if students have achieved or "met" the measurable outcomes. When necessary, proposed action steps are created by each SLO chairman in collaboration with the SLO committee members, faculty teaching core courses, and the program coordinator.

(4) Following discussion and review by appropriate faculty, if needed, proposed recommended action steps and recommended changes are implemented by the faculty responsible for teaching the courses tied to the SLO.

(5) Individual meetings are held with faculty and staff as required (show cause).

(6) In consultation with the staff and senior leadership, proposed changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes will be recommended.

(7) These proposed recommended action steps and recommended changes are implemented by the faculty responsible for teaching the courses tied to the SLO.

Student Learning Outcomes (SLOs):

SLO 1. <u>Effective Communicators</u>. Students should be able to:
<u>Objective 1a</u>: Produce professional quality business documents;
<u>Objective 1b</u>: Deliver professional quality oral presentations; and,
<u>Objective 1c</u>: Demonstrate communication skills in team settings**.**

Course Map: Tied to course syllabus objectives.

BUAD 2200   Business Reports and Communication (Foundational Course)

MGT 4300   Strategic Management and Policies (Capstone Course)

CIS 4600   Advanced Systems Development (Capstone Course)

UNIV 1000   The University Experience (Support Course)

MKTG 3230   Principles of Marketing (Foundational Course)
Measure 1a.1 (Direct – Exam; BUAD 2200 Objective Measures)

Details/Description: In BUAD 2200, a pre-test that includes an objective exam and a written email letter was developed to provide a comprehensive overview of the business communication requirements and contained such topics as: (1) Laying communication foundations, (2) Using the writing process, (3) Corresponding at work, (4) Reporting workplace data, and (5) Developing speaking and technology skills. This same test is given as a post-test at the end of the semester. The results of the post-test are provided.

Acceptable Target: At least 75% of the students must earn 70% or better on the posttest.

Ideal Target: At least 85% of the students must earn 70% or better on the posttest.

Implementation Plan (timeline): This measurement is completed each semester in BUAD 2200.

Key/Responsible Personnel: Key/Responsible Personnel: School of Business faculty teaching BUAD 2200 are responsible for this measurement.

Finding: The target was not met.

Analysis: The table below shows the results for the 2017-2018 through 2018-2019 academic year for Measure 1a.1. The target was met in AY 2017 but was not met in AY 2019. The trend was a slight decrease in performance.

Table 1: AY 2017-2018 through AY 2018-2019 Results

Measure 1a.1				
Academic Year	n (# of students)	Acceptable Target	Ideal Target	Actual Results
2017-2018	206	75%	85%	75%
2018-2019	179	75%	85%	69%
Percentages indicate the percent of students scoring 70% or better on the measure.				

AY 2017-2018: 206 students were given the BUAD 2200 objective measure (post-test). Of these students, 75% scored 70% or better on the post-test. <u>The acceptable target was met, but ideal target was not met</u>.

AY 2018-2019: 179 students were given the BUAD 2200 objective measure (post-test). Of these students, 69% scored 70% or better on the post-test. This indicated a decline of 6%. <u>The acceptable target was not met</u>.

Based on the analysis of the AY 2017-2018 assessment results, the rigor of the four online sections was strengthened to better ensure parity with the face-to-face sections. When comparing the results of 2017-2018 and 2018-2019 we expected a decline in average test scores due to this strengthening. It should be noted for the AY 18-19, a new faculty member was added during the Spring 2019 semester. The professor reviewed the course and determined that there was a need to realign and strengthen the assessment procedures. This may also have contributed to the decline in the AY 2018-2019 results.

Decision, action, or recommendation: Based on analysis of the AY 2018-2019 results, corrective action will be taken in AY 2019-2020. The faculty will be providing an additional comprehensive overview of the business communication requirements in both the face-to-face and online courses in AY 2019-2020. To continue the strengthening of the course topics and assessment, the new faculty member will collaborate with the Course Steward. Also, ALL students will be directed to the Bossier Parish Community College-Open Campus [Free online non-credit courses] in order to aid instruction in the grammar mechanics area.

Since personnel changes have occurred for spring 2019 and the implementation of a mentoring system by the course steward, we anticipate more reliable online data for the AY 2019-2020. Faculty members teaching BUAD 2200 will continue to utilize a variety of pedagogical methods to assist students. Best

practices include professors continuing to embed model examples of various business report documents into the course and voice-narrated videos. These videos provide step by step project/assignment directions for use by students. Faculty will re-evaluate the distance learning process, course design, and delivery system and make necessary technical corrections and implement student retention measures with each campus prior to implementing another distance learning section.

Measure 1a.2 (Direct – Student Artifact; MGT 4300/CIS 4600 Written Document)

Details/Description: In MGT 4300/CIS 4600, students are required to create a business letter addressing a business problem and deliver the letter as an attachment.

Acceptable Target: At least 75% of the students must earn 70% or better on the final business document.

Ideal Target: At least 85% of the students must earn 70% or better on the final business document.

Implementation Plan (timeline): This measure should be completed each semester as part of the School of Business Common Body Knowledge Exam (SoBUSKE).

Key/Responsible Personnel: The School of Business faculty teaching MGT 4300 / CIS 4600 are responsible for completing this measurement.

Finding: The acceptable target was not met.

Analysis: The table below demonstrates the results of the findings for AY 2017-2018 for Measure 1a.2. The target was met in AY 2017-2018 but was not met in AY 2018-2019. There was a sizable decline in student performance.

Table 2: AY 2017-2018 through AY 2018-2019 Results

Measure 1a.2				
Academic Year	n (# of students)	Acceptable Target	Ideal Target	Actual Results
2017-2018	24	75%	85%	100%
2018-2019	20	75%	85%	45%
Percentages indicate the percent of students scoring 70% or better on the measure.				

AY 2017-2018: As planned, the School of Business Knowledge Exam (SoBUSKE) was not administered in AY 2017-2018. The faculty teaching MGT 4300 used this time to experiment with new instruction methods to better enhance student learning. In order to address the results deficiency of AY 2016-2017, in AY 2017-2018, a peer learning intervention experimental pilot study was conducted. As a pilot, twenty-four students in MGT 4300 participated in a written business document exercise, 100% of the students (n=24) scored 70% or better on the MGT 4300 Written Document. The ideal target was exceeded. While the method of teaching the assignment was new in the pilot, the assignment was identical to the assessment assignment given in the School of Business Common Body Knowledge Exam (SoBUSKE) in AY 2016-2017. The methodology of evaluation for the student artifacts was also identical. However, as previously stated, the AY 2017-2018 experimental pilot study results are *not*

directly comparable to the SoBUSKE results as the pilot class included a chance for revision and peer intervention, while the student submissions for the revised SoBUSKE in AY 2018-2019 did not. Therefore, these findings should only be used as initial evidence that student learning is improving. Again, when the new SoBUSKE exam is instituted, more directly comparable evidence of student learning after exposure to the pedagogical changes will be available.

AY 2018-2019: Unlike 2017-2018, this measurement was taken as part of the School of Business Common Body Knowledge Exam (SoBUSKE). The new comprehensive exam provides a more directly comparable evidence of student learning. In 2017-2018, students were given a chance to revise their assignment and had peer review of their work. In 2018-2019, students were given one chance at the assignment as part of the SoBUSKE. Student performance dropped dramatically, and the acceptable target was NOT met.

Based on the analysis of the results, it is likely that changes to the peer intervention assignment affected the results negatively. The pilot was highly successful, but the follow up year was not.

Decision, action or recommendation: Based on the analysis of the 2018-2019 results, students benefit from increased attention and refreshers of previously learned material. It was decided that instructors provide a tutorial on letter writing either as part of the class or as ancillary material available to students. A BUAD 2200 faculty member will assist in developing the review. The MGT 4300 faculty members also plans to implement a written document peer learning exercise that only addressed writing knowledge and skills and not the student's ability to attach a document to an e-mail. By adjusting the curriculum to include this exercise, it will be of value to students in enhancing their written communication skills. In 2019-2020, the Program will further implement these developments in MGT 4300 and other classes. The peer learning exercise has been especially beneficial as it allows students to recognize different quality levels of writing in other students in such a way that it helps them to improve their own writing. Faculty will examine data and teaching methods from the AY 2017-2018 pilot study and the AY 2018-2019 results and determine what caused the decrease in results.

Measure 1a.3 (Direct – Student Artifact; UNIV1000 Written Document)

Details/Description: In UNIV1000 (The University Experience), students are required to create a business letter addressing a business problem and deliver the letter as an email attachment.

Acceptable Target: At least 75% of the student must earn 70% or better on the final business document.

Ideal Target: At least 85% of the students must earn 70% or better on the final business document.

Implementation Plan (timeline): This written document part of the SoBUSKE and will be given each semester beginning in 2018-2019.

Key/Responsible Personnel: School of Business Faculty Teaching UNIV1000 School of Business FIG.

Findings: The target was not met.

Analysis: The table below demonstrates the results of the findings for AY 2018-2019 for Measure 1a.3.

Table 3: AY 2018-2019 Results

Measure 1a.3				
Academic Year	n (# of students)	Acceptable Target	Ideal Target	Actual Results
2018-2019	51	75%	85%	0%
Percentages indicate the percent of students scoring 70% or better on the measure.				

AY 2017-2018: As planned, the School of Business Knowledge Exam (SoBUSKE) measure was not administered in AY 2017-2018 and therefore this data was not collected or measured in Fall 2017. Again, please see the "A note on the School of Business Knowledge Exam" section under SLO2 for further information.

AY 2018-2019: As planned a pilot version of the new SoBUSKE was created and introduced to UNIV 1000 students in the business Freshman Interest Group (FIG). This class introduces students to college life and is required of all students. However, one section of the class is reserved for students majoring in business. Thus, this section provides a baseline for students' beginning knowledge and ability. The class does not necessarily cover the creation of business documents and the results indicate their lack of initial experience. Of the 51 students in the class, only 12 made an attempt at the assignment.

The next assessment cycle that administers the SoBUSKE will gather baseline data for this measure.

Decision, action, or recommendation: Based on the analysis of the AY 2018-2019 assessments results, the faculty agreed that this assessment provides an important benchmark of student skills as incoming students. They also determined that providing a tutorial on letter writing and attaching documents via e-mail is an important skill to introduce to new students. Students will also be directed to the Bossier Parish Community College-Open Campus [Free online non-credit courses] in order to aid instruction in the grammar mechanics area.

Measure 1a.4 (Direct – Student Artifact; BUAD 2200 Written Document)

Details/Description: In BUAD 2200 students are required to create a business letter addressing a business problem and deliver the letter as an email attachment.

Acceptable Target: At least 75% of the students must earn 70% or better on the final business document.

Ideal Target: At least 85% of the students must earn 70% or better on the final business document.

Implementation Plan (timeline): This assignment is given in BUAD 2200 each semester.

Key/Responsible Personnel: The School of Business faculty teaching BUAD 2200 are responsible for this measure.

Findings: The acceptable target was met.

Analysis: The acceptable target was met in AY 17-18 and AY 18-19. The table demonstrates the results of the findings for 2017-2018 and 2018-2019 academic years for Measure 1a.4.

Table 4: AY 2017-2018 through AY 2018-2019 Results

Measure 1a.4				
Academic Year	**n (# of students)**	**Acceptable Target**	**Ideal Target**	**Actual Results**
2017-2018	206	75%	85%	80%
2018-2019	174	75%	85%	78%
Percentages indicate the percent of students scoring 75% or better on the measure.				

AY 2017-2018: In the academic year 2017-2018, 206 students were given the BUAD 2200 written document measure to complete during BUAD 2200- Business Reports and Communications. It was found that 80% of the students (n=206), scored 70% or better on the written objective (Letter). <u>The acceptable target was met. The ideal target was not met.</u>

Based on the results of the AY 2017-2018 results, a faculty development "Lunch and Learn" session was held to recognize the need for more writing assignments in the classroom. Rubrics and which courses are ideal for writing assignments were discussed. The faculty development session seems to have had little effect on the AY 2018-2019 results. Furthermore, it had been determined in 2017-2018 that business letters and other small writing assignments be given in other classes. While the actual assignment, grading rubric, and delivery method varies among classes, a writing assignment has been added to several classes including Fin 4200, BUAD 3270, and MGT 3220.

AY 2018-2019: A sample of 174 students from BUAD 2200 was used to measure this part of the objective. Students wrote a letter as a part of the final exam. It was found that 78% of the students (n-174), scored 70% or better on the written letter. <u>The acceptable target was met. The ideal target was not met</u>. This indicated that the students were able to demonstrate an appropriate use of business reporting understanding, knowledge and skill by providing an acceptable form of written communication, that is, the formal business letter. Although the acceptable target was met, there was a slight decrease (from 80% to 78%) from the previous year.

Decision, action, or recommendation: Based on an analysis of the 2018-2019 results, several improvements will be made for 2019-2020. Measures 1a.2, 1a.3, and 1a.4 are the same assignment given at different points in the curriculum. As incoming students, there was a 0% success rate. This increases to 78% when the material is a focus of the class but drops to 45% in the capstone class that does not specifically cover the material. This indicates that retention of information is a major concern. The faculty agree that making mini reviews available to students and repeated exposure to assignments involving core skills is necessary for improved retention.

Additionally, another School of Business Faculty Lunch and Learn Program will be initiated in AY 2019-2020. This activity will provide all faculty an opportunity to participate in recognizing and discussing the need for additional business writing assignments in the classroom. A copy of the rubric used to evaluate the assignment in BUAD 2200 would be made available to score the written document for faculty wishing to assist in the continuous improvement of the student written communication skills within their classroom environment. A review of the instruction given in BUAD 2200 is also being made available to faculty members in other classes. To further aid instruction in the writing process for the BUAD 2200 (Business Reports and Communication) students, instructors will provide opportunities for students to have one-on-one feedback on preliminary written assignments prior to the final written document

assignment. Lunch and Learns covering various topics have become and will continue to be a valuable professional development program and discussion forum for our faculty.

Measure 1b (Direct – Student Artifact; BUAD 2200 Oral Presentation)

Details/Description: In BUAD 2200 (Business Reports and Communication), students are required to develop and deliver a 5 minute presentation about conducting business in a foreign country. This presentation is graded with a rubric shared with all students and the professors. Scores of all the raters are compared to provided a final grade.

Acceptable Target: : On the final class presentation, a minimum of 90% of students will score at least acceptable (70%).

Ideal Target: On the final class presentation, a minimum of 95% of students will score at least acceptable (70)%.

Implementation Plan (timeline): This measurement is completed each semester in BUAD2200.

Key/Responsible Personnel: School of Business Faculty teaching BUAD 2200 are responsible for this measurement.

Findings: The ideal target was met.

Analysis: The table below presents the 2017-2018 and 2018-2019 academic year results for Measure 1b.

Table 4: AY 2017-2018 through AY 2018-2019 Results

Measure 1b				
Academic Year	n (# of students)	Acceptable Target	Ideal Target	Actual Results
2017-2018	206	90%	95%	91%
2018-2019	177	90%	95%	95%
Percentages indicate the percent of students scoring 70% or better on the measure.				

AY 2017-2018: In AY 2017-2018, the acceptable target was met. 91% of the students (n=206), scored 70% or better on the final presentation. Steps were taken to address the issues and there has been two consecutive years of improvement in scores. Additionally, the faculty had agreed to intentionally set and maintain a high minimum target of 90% in order to push students toward a higher standard of acceptable oral presentation skills. In business, the ability to present facts and intelligently follow a formal presentation protocol are essential.

AY 2018-2019: In AY 2018-2019, the ideal target was met as scores improved from an 91% to a 95%. This represents continued improvement in scores and achievement of the ideal target for the first time. Based on the AY 2017-2018 assessment results, an effort was made during the year to standardize interrater scoring. As a core course for sophomore business students, there are multiple faculty member teaching the class including adjuncts when needed. A senior faculty member became course steward and helped to keep all of the faculty teaching and grading methods consistent.

Decision, action, or recommendation: Based on an analysis of the 2018-2019 results the following will be implemented to maintain continuous improvement in the curriculum and assessment process in AY 2019-2020 and expand best practices into other areas. Through continued use of the Steward Mentoring program, the faculty expects to see continuation of the results shown during AY 2018-2019. Best practices include professors continuing to embed model examples of various business presentation documents into the course and voice-narrated videos. These videos provide step by step project/assignment directions for use by students. Other courses with multiple instructors have also implemented the course steward framework (such as ACCT 2000 and BUAD 1800).

Measure 1c (Direct – Student Artifact; MKTG 3230 Team Presentation)

Details/Description: In MKTG 3230, students are divided into small groups (3 to 4 students) and are required to develop a marketing plan for a new product. In addition to developing a written report, the groups are required to orally present their reports. The presentations were evaluated as Exemplary, Good, Satifactory, or Unacceptable.

Acceptable Target: : At least 75% of the groups will earn an Exemplary or Good score on at least three of the four areas of the grading rubric.

Ideal Target: At least 85% of the groups will earn an Exemplary or Good score on at least three of the four areas of the grading rubric.

Implementation Plan (timeline): This measurement is completed each semester in MKTG 3230.

Key/Responsible Personnel: School of Business Faculty teaching MKTG 3230 are responsible for this measurement.

Findings: The Acceptable target was met

Analysis: The table below presents the 2017-2018 and 2018-2019 academic year results for Measure 1c.

Table 5: AY 2017-2018 through AY 2018-2019 Results

Measure 1c				
Academic Year	n (# of students)	Acceptable Target	Ideal Target	Actual Results
2017-2018	18	75%	85%	83%
2018-2019	13	75%	85%	85%
Percentages indicate the percent of students scoring 70% or better on the measure.				

AY 2017-2018: <u>The acceptable target was met</u> as 15 of the 18 groups achieved a score of Good or Exemplary.

AY 2018-2019: The results in the spring 2019 were that 11/13 (84.6%) groups scored good or exemplary on 3 of the 4 rubrics. In other words, <u>the students surpassed the acceptable target</u> of 75%, but just missed the ideal target of 85%.

Based on the results of the AY 2017-2018 assessment results, the faculty reviewed the rubrics and determined they were valid. Additionally, to reach the target, the MKTG 3230 faculty reviewed best practices for professional business presentations with the students in the weeks before they presented. This review appears to have been helpful in helping students reach the ideal target and the review will be continued in the future.

Action - Decision or Recommendation: Based on an analysis of the 2018-2019 results, the additional review on best practices appears to be beneficial to students. Additionally, the increased usage of peer learning exercises in MKTG 3230 and other classes will benefit team presentation skills. Having students critiquing each other's work helps them to identify their own strengths and weaknesses. This not only helps them discover areas to improve, but also helps them in team projects as individual students can specialize according to their strengths. It also helps in team formation as students learn to seek out complementary teammate skills.

SLO 2. <u>Integration of Knowledge across Business Disciplines</u>. Students should be able to: Demonstrate understanding of key concepts and theories in various functional areas of business.

Course Map: Tied to course syllabus objectives.

BUAD 2120	Basic Business Statistics (Foundational Course)
CIS 4600	Advanced Systems Development (Capstone Course)
FIN 2150	Personal Finance (Foundational Course)
MGT 4300	Strategic Management and Policies (Capstone Course)
MKTG 3230	Principles of Marketing (Foundational Course)
UNIV 1000	The University Experience (Supporting Course)

A note on the School of Business Knowledge Exam (SoBUSKE):

Data for SLO2 measures 1a.2, 1a.3, 2.1, 2.2, 2.3, and 4.3 are usually gathered through the NSU School of Business Knowledge Exam (SoBUSKE). This exam was administered for over <u>ten years</u>. However, as part of our plan at the end of AY 2016-2017, the exam was only partially administered in AY 2017-2018. During the 2017-2018 academic year, an updated SoBUSKE was developed implemented in Spring 2019. More detail about the need for an updated SoBUSKE can be found in AOL 2 of the 2017-2018 School of Business SACSCOC assessment report for each degree program. A partial trail run of the exam was also administered in Fall 2018. The results from the first official implementation of the test, in spring 2019, are discussed on a subject-by-subject basis below.

Measure: 2.1. **(Direct – Exam; Partial School of Business Knowledge Exam)**

Details/Description: Portions of the School of Business Knowledge Exam are given in the following classes: BUAD 2120 (Basic Business Statistics), FIN 2150 (Personal Finance), and MKTG 3230 (Principles of Marketing). These classes provide intermediate measurements for specific components of the School of Business Knowledge Exam.

Acceptable Target: At least 75% of students will score higher than the ETS average in the particular knowledge area.

Ideal Target: At least 85% of students will score higher than the ETS average in the knowledge area.

Implementation Plan (timeline): These partial School of Business Knowledge Exams are given each semester the class is offered.

Key/Responsible Personnel: School of Business faculty teaching these courses are responsible for the measurement.

Findings: The target was not met in any subject area.

Analysis: The national Education Testing Systems (ETS) Major Field Test (MFT) was taken in the spring of 2015 to be used as a national baseline norm over the course of the next 5 years examining the students' comprehensive knowledge of materials over 9 school of business areas of discipline. The exam was administered again in Spring 2019. Additionally, each year students are given the SoBUSKE, our internal exam, focusing on the specific discipline areas. We compare these results against corresponding discipline areas of the nationally normed ETS MFT in business.

In Spring 2019, the ETS exam was administered and the results in each subject area are shown in the table belong along with the corresponding results from the newly implemented 2018-2019 version of the SoBUSKE. SoBUSKE results from prior years will not be discussed as they are not directly comparable. This will serve as the baseline assessment year for the new SoBUSKE.

The results of the 2019 Spring ETS exam, the results of the Spring 2019 SoBUSKE, and the assessment results are summarized in the table below. No subject area met the target.

Table 6: AOL 2 Summary Table

Subject	2019 ETS Mean Percent Correct (n=13)	Spring 2019 SoBUSKE Percent Correct	Acceptable Target Met?
Quantitative Business Analysis	28%	46% n=99	No 66% scored better than the ETS' 28%
Finance	44%	39% n=42	No 57% scored better than the ETS' 44%
Marketing	45%	82% n=47	No 70% scored better than the ETS' 45%

In addition to the data above, the following chart gives even more data. The SoBUSKE results from Fall 2018 are shown below but were not considered for assessment purposes as the Fall 2018 was a pilot run of the exam and not all sections were given and not all courses administered the exam. However, the

results have been included in the chart to record the data for the sake of completeness and to demonstrate trendlines in some subject areas. The 2015 ETS exam results are also included.

Table 7: Additional Data – ETS Business Exam Results and SoBUSKE results

ETS Subject Area	2015 ETS Mean Percent Correct (n=25)	2019 ETS Mean Percent Correct (n=13)	*Fall 2018 SoBUSKE Percent Correct (Partial)	Spring 2019 SoBUSKE Percent Correct	Associated Course(s)
Quantitative Business Analysis	30%	28%	43%	46% n=99	BUAD 2120
Finance	31%	44%	40% n=110	39% n=42	FIN 2150
Marketing	51%	45%	71% n=28	82% n=47	MKTG 3230
*As this was a pilot for the new SoBUSKE, not all data was submitted.					

From 2015 to 2019, the ETS exam results in Finance improved greatly from 31% to 44%. Meanwhile, the results in Marketing (51% to 45%) and Quantitative Business Analysis (30% to 28%) decreased. The Spring 2019 semester was the inaugural implementation of the revised SoBUSKE, and while comparisons to prior years could be made, the results those comparisons would be unreliable for a variety of reasons, discussed below.

In AY 2018-2019, several problems make creating reliable ETS and SoBUSKE comparisons difficult. However, those difficulties are isolated to AY 2018-2019. First, the ETS exam changes from year-to-year, and while it is a standardized test, the exam given in 2015 consisted of different questions than the exam given in 2019. This could cause some variance in the results. While comparing ETS exam results to past ETS exam results is not part of the official assessment plan (AOL 2), the faculty do examine this data to give us a general idea of trendlines and how are students are doing on an independent created national business exam. However, in Spring 2019, only 13 students took the ETS exam.

This sample size (13) is approximately half the size of the sample taking the 2015 ETS exam (n=25). This small sample size may not contain enough students to properly represent all students in the school of business. For example, 99 students took the Quantitative Analysis section of the SoBUSKE in the spring alone. Using the results from 13 students may not present a large enough representative sample to make an ideal comparison to the SoBUSKE, which in a normal academic year, often has 100 to 200 students in each subject area. To complicate matters further, for the last year the SoBUSKE was under revision, and the full, newly revised exam was only given in Spring 2019. Therefore, the sample size from the SoBUSKE is also smaller than in a typical academic year. However, while the SoBUSKE samples for each subject area are smaller than normal, they are enough. Only the ETS exam, with 13 responses may be a cause for concern.

While the general findings have been discussed above, each subject will be discussed below as well, with results from the old SoBUSKE included for posterity, even if they are not directly comparable. While some instructors reported Spring 2018 results for the old SoBUSKE, those results are incomplete was the

old exam was being phased out. Instead, the full AY 2016-2017 results will be included, which is the last year of complete, full academic year data for the old SoBUSKE.

Finding: BUAD 2120 Basic Business Statistics: The target was not met.

Analysis (BUAD only): While not directly comparable for reasons discussed above, results from the past ETS exam (2015) and full academic year administration of the SoBUSKE (2016-2017) are compared to the new, current baseline testing sessions in 2019. This table refers to Measure 2.1a, which discusses business statistics.

Table 8: Measure 2.1a: Basic Business Statistics

Discipline	NSU ETS 2015	Old SoBUSKE AY 2016-2017		NSU ETS 2019	Revised SoBUSKE Spring 2019
Statistics	30%	49%		28%	46%
Percentages indicate the student mean percentage on the discipline area test. Data was collected in courses where the partial SoBUSKE was normally embedded as part of the course materials.					

Note: The scores in the chart above are the unprocessed student mean scores. These are presented for easy interpretation of student trends.

AY 2016-2017: 123 students were given the portion or partial of the old SoBUSKE that relates only to the area of statistics. Following compilation of these scores, it was determined the SoBUSKE mean score in statistics was 49%. The NSU ETS MFT mean score was 30%. Comparing the results between the SoBUSKE and the NSU student ETS MFT mean scores, it was determined that 86% of the students scored above 30% on the SoBUSKE. <u>The target was met</u>.

Spring 2019: 99 students were given the partial of the revised SoBUSKE that relates only to the area of statistics. Following compilation of these results, it was determined the SoBUSKE mean score in statistics was 46%. The NSU ETS MFT mean score was 28%. Comparing the results between the Spring 2019 SoBUSKE and the NSU student ETS MFT mean scores, it was determined that 66% of the students scored above 28% on the revised SoBUSKE. <u>The target was not met</u>. Instead of 66%, the acceptable target was 75%.

Action – Decision (BUAD only): The Spring 2019 statistics results cannot be directly compared with the AY 2016-2017 results, but the trend is a slight decrease in performance. <u>This decrease could be caused by several factors</u>. Among those already discussed, the new, revised SoBUSKE, the new ETS exam results, and the different sample sizes, particularly the small ETS exam sample size, are all of particular concern. It should be noted that the decrease in performance is very minimal, and considering the sample sizes involved, performance is nearly stable.

A new member joined the statistics faculty in Spring 2018 and an introduction to assessment, coordination of teaching efforts and the exchange of knowledge is underway. In AY 2018-2019 statistics faculty implemented a "Providing Evidence Process (PEP)" creating teaching methods for core information tested in the new SoBUSKE and fortifying in the curriculum and classroom to assure beneficial changes were made in the classroom to support key concept learning and improved student

learning outcomes. However, until a second set of SoBUSKE results are gathered as a basis for comparison, only minor changes for AY 2019-2020 are recommended. These include refreshing the faculty about core concepts for statistics that are included on the revised SoBUSKE and examining the current exam data to see which areas the students found most troublesome. Those content areas should be focused on in the AY 2019-2020.

Finding: FIN 2150 Personal Finance: Target not met.

Analysis (FIN only): While not directly comparable for reasons discussed earlier in Measure 2.1, results from the past ETS exam (2015) and full academic year administration of the SoBUSKE (2016-2017) are compared to the new, current baseline testing sessions in 2019. This table refers to measure 2.1b covering finance.

Table 9: Measure 2.1b: Finance

Discipline	NSU ETS 2015	Old SoBUSKE AY 2016-2017		NSU ETS 2019	Revised SoBUSKE Spring 2019
Finance	31%	52%		44%	39%
Percentages indicate the student mean percentage on the measure. Data collected where the partial SoBUSKE was integrated into the course.					

Note: The scores in the chart above are the unprocessed student mean scores. These are presented for easy interpretation of student trends.

AY 2016-2017: 120 students were given the portion or partial of the SoBUSKE that relates only to the area of personal finance. Following compilation of these scores, it was determined the SoBUSKE mean score in finance was 43%. In comparison, the NSU ETS MFT student mean score in finance was 31%. It was determined 76% of the students scored above 31% on the SoBUSKE. It was determined of the 120 students taking the SoBUSKE partial exam in finance, 76% of the students scored above 31%.

Therefore, it was determined that the student learning outcome was met with more than 75% of the students scoring higher than the ETS average of 31% in this knowledge area and met the Acceptable Target. The acceptable target was met.

Spring 2019: 42 students were given the partial of the revised SoBUSKE that relates only to the area of finance. Following compilation of these results, it was determined the SoBUSKE mean score in finance was 39%. The NSU ETS MFT mean score was 44%. Comparing the results between the Spring 2019 SoBUSKE and the NSU student ETS MFT mean scores, it was determined that 57% of the students scored above 44% on the revised SoBUSKE. The target was not met. Instead of 57%, the acceptable target was 75%.

The Spring 2019 Finance results cannot be directly compared with the AY 2016-2017 results, but the trend is an increase in performance on the ETS exam and a decrease in the SoBUSKE. These mixed results could be caused by several factors. Among those already discussed, the new, revised SoBUSKE, the new ETS exam results, and the different sample sizes, particularly the small ETS exam sample size, are all particular concern.

Based on the 2016-2017 results, in AY 2017-2018, the faculty reviewed the individual question results on the finance portion of the SoBUSKE to assure that adequate time and attention was given to those question areas where additional improvement could be achieved. The finance portion of the SoBUSKE was modified and in AY 2018-2019 finance faculty, including a new member of the team, implemented a "Providing Evidence Process (PEP)" for core information tested in the new SoBUSKE. These changes were meant to fortify the curriculum and classroom experience to strengthen outcome results in the classroom and on the finance portion of the new SoBUSKE.

The ETS and revised SoBUSKE results indicate that the curriculum may have become better at teaching concepts found on the standardized ETS exam. The increase from 31% (2015) to 44% (2019) is substantial, but the 2019 sample size (n=13) may cause for the results to be misleading. The decrease in the SoBUSKE score could also be due to the new SoBUSKE and smaller than normal (only one semester's worth of data) sample size.

Action – Decision (FIN only): Based on the analysis of the AY 2018-2019 assessment results, in 2019-2020 the faculty will examine the most missed questions on the current SoBUSKE finance section and increase coverage of those topics during the 2019-2020 AY. Until a second year of revised SoBUSKE results are gathered to establish a trendline, major changes are not recommended.

Finding: MKTG 3230 Principles of Marketing: The acceptable target was met.

Analysis (MKTG only): While not directly comparable for reasons discussed earlier in Measure 2.1, results from the past ETS exam (2015) and full academic year administration of the SoBUSKE (2016-2017) are compared to the new, current baseline testing sessions in 2019. This table refers to measure 2.1c, which is discusses marketing.

Table 10: Measure 2.1c: Marketing

Discipline	NSU ETS 2015	Old SoBUSKE AY 2016-2017		NSU ETS 2019	Revised SoBUSKE Spring 2019
Marketing	51%	56%		45%	82%
Percentages indicate the student mean percentage on the measure. Data collected where the partial SoBUSKE was integrated into the course.					

Note: The scores in the chart above are the unprocessed student mean scores. These are presented for easy interpretation of student trends.

AY 2016-2017: 87 students were given the marketing portion or partial of the old SoBUSKE. It was determined the mean score in marketing was 56%. In comparison, the NSU ETS MFT mean score in marketing was 51%. It was determined 71% of the students scored above 51% on the SoBUSKE. As the acceptable target was 75% of the students scoring higher than the ETS average of 51% in this knowledge area, the acceptable target was missed by 4%. The acceptable target was not met.

Spring 2019: 47 students were given the marketing portion or partial of the revised SoBUSKE. It was determined the mean score in marketing was 82%. In comparison, the NSU ETS MFT mean score in marketing was 51%. It was determined 70% of the students scored above 51% on the SoBUSKE. As the

acceptable target was 75% of the students scoring higher than the ETS average of 45% in this knowledge area, the target was missed by 5%. <u>The acceptable target was not met.</u>

Since AY 2016-2017, marketing faculty that were new to NSU have reviewed the marketing area questions of the SoBUSKE and provided additional instruction and reinforcement in these topic areas. While not listed in the table above, the marketing faculty, wishing to measure their progress even as the old SoBUSKE was being phased out and the new one was under development, gave the old SoBUSKE in the Fall of 2018. The result was an average score of 71%, which was an improvement over the 2016-2017 score of 56%. While the revised SoBUSKE score of 82% in Spring 2019 is not directly comparable as it is a from a different test, the general trend is upward. Meanwhile, the ETS exam results from 2015 to 2019 showed a slight decline, but the differing ETS exam sample sizes and may play a role in the decline.

Based on the AY 2017-2018 assessment results, the faculty put additional emphasis on troublesome content in class. Each year, for the past few years, the marketing faculty has targeted content that students showed weakness on in the assessment results. This effort has led to improved results. Additionally, to build on this success, the marketing portion of the SoBUSKE was reviewed and modified in AY 2018-2019. Marketing faculty are implementing a "Providing Evidence Process (PEP)" introducing and reinforcing the subject materials in the curriculum and classroom to strengthen outcome results.

Action – Decision (MKTG only): Based on the improvements in the AY 2017-2018 assessment process, the Spring 2019 SoBUSKE individual question results will also be examined and content areas where students struggled with receive additional instruction in these areas in preparation for similar content on the new SoBUSKE. This practice has led to continued improvement over the last assessment cycle. Considering the steady improvement in SoBUSKE scores over the last two measurement periods, until a full assessment cycle using the revised SoBUSKE is complete, no major changes are recommended. Increasing the classroom focus on problematic content on the SoBUSKE and the growth and experience of our new faculty over the last three years seem to be improving test scores.

Measure 2.2 (Direct – Exam; UNIV 1000 Complete School of Business Knowledge Exam)

Details/Description: Portions of the School of Business Knowledge Exam are given in the following classes: BUAD 2120 (Basic Business Statistics), FIN 2150 (Personal Finance), and MKTG 3230 (Principles of Marketing). These classes provide intermediate measurements for specific components of the School of Business Knowledge Exam.

Acceptable Target: At least 75% of students will score higher than the ETS average in the knowledge area.

Ideal Target: At least 85% of students will score higher than the ETS average in the knowledge area.

Implementation Plan (timeline): These partial School of Business Knowledge Exams are given each semester the class is offered.

Key/Responsible Personnel: School of Business faculty teaching these courses are responsible for the measurement.

Findings: Data gathering has not yet begun.

Analysis: As planned, the School of Business Knowledge Exam (SoBUSKE) was not given in AY 2017-2018. That year was set aside to revise the SoBUSKE. Therefore, there is no analysis data to present. Portions of the revised SoBUSKE were given in several classes in Fall 2018 as a pilot run for the exam, and the fully revised exam was given in Spring 2019. However, the full exam is given at the end of the semester in most classes, but in UNIV 1000, it may be better to give the exam at the beginning of the semester as students are initially entering the university. This would give a better baseline than giving the exam at the end of the semester. Additionally, minor changes to the exam continued in some subject areas throughout the Spring 2019 semester. As a matter of logistics, giving the exam in UNIV 1000 in the spring proved impractical.

Action-Decision: The revised SoBUSKE will begin being administered in UNIV 1000 classes in the Fall of 2019. The results from AY 2019-2020 will establish baseline for results in the revised SoBUSKE in UNIV 1000 for measure 2.2. In AY 2018-2019, a new committee chair took over the AOL 2 committee, which includes measures 2.1, 2.2, and 2.3, and changes to the timing of the administration of the revised SoBUSKE in UNIV 1000 will be discussed late in Summer 2019 or early Fall 2019.

Measure 2.3 (Direct - Student Artifact; MGT 4300/CIS 4600 Complete School of Business Knowledge Exam)

Details/Description: The entire School of Business Knowledge exam (SoBUSKE) (https://www.surveymonkey.com/r/N8DNVXT) should be given in either MGT 4300 or CIS 4600. The following areas are covered in this exam: Accounting, Economics, Management, Quantitative (Statistics and Operations Management), Finance, Marketing, Legal, Information Systems, International Business, and Ethics.

Acceptable Target: Average score on School of Business Knowledge exam should be higher in all areas of the exam than the ETS Mean Percentage.

Ideal Target: Average scores on School of Business Knowledge exam should be 10% higher in all areas of the exam than the ETS Mean Percentage.

Implementation Plan (timeline): The School of Business Knowledge exam is given each semester MGT 4300 and/or CIS 4600 is offered.

Key/Responsible Personnel: School of Business Faculty teaching either MGT 4300 or CIS 4600 are responsible for this measure.

Findings: Target not met.

Analysis: The full revised SoBUSKE was administered in MGT 4300 in the Spring of 2019. This class typically has students who are nearing graduation. A breakdown of those students' average scores is shown and compared to the 2019 ETS exam results in the table below. While not directly comparable, the results from the 2015 ETS exam and the AY 2016-2017 old SoBUSKE results are included for general trend comparisons.

Table 11: Measure 2.3: SoBUSKE and ETS Exam Results

ETS Subject Area	2015 ETS Mean Percent Correct (n=25)	AY 2016-2017 Old SoBUSKE Results from MGT 4300 and CIS 4600 (n=60)	2019 ETS Mean Percent Correct (n=13)	Spring 2019 Revised SoBUSKE Results from MGT 4300 (n=23)	Target met?
Accounting	37%	60%	41%	57%	Yes
Economics	30%	45%	30%	37%	No
Management	47%	63%	52%	58%	No
Quantitative Business Analysis	30%	70%	28%	53%	Yes
Finance	31%	54%	44%	38%	No
Marketing	51%	71%	45%	69%	Yes
Legal and Social Environment	53%	70%	36%	49% (Avg of 3 law courses)	Yes
Information Systems	43%	75%	47%	68%	Yes
International Issues	35%	56%	35%	43%	No
Ethics	N/A	N/A	N/A	64%	N/A

While the five individual subject areas, including accounting, quantitative analysis, marketing, legal and social environment, and information systems, met or exceeded the target, four (economics, management, finance, and international issues) did not. Also, the ETS exam does not have an Ethics section. Therefore, those scores as listed as N/A in the table above.

The 2019 ETS exam and the Spring 2019 revised SoBUSKE are both new tests. Hence, tests and results from AY 2016-2017 are not directly comparable. However, the general trend is that the ETS exam scores are up, while the revised SoBUSKE scores are typically about the same or lower. There is only one semester of data using the revised SoBUSKE, so again, no reliable comparison to be made. This may indicate that the revised SoBUSKE is more difficult than the older exam, or it could indicate a variety of other causes, such as faculty still adapting their course content to the revised exam, changes in the student body, or unknown variables.

As planned, the full SoBUSKE was not given in AY 2017-2018. Therefore, there is no analysis or data to present. See measure 2.1 for discussion of the partial results.

Furthermore, the law section of the exam is now measured across three separate low courses, each one tailored to meet the needs of the specific major (Information Systems, Accounting, or Business Administration). This change was intended to give students in each major customized law content more in line with their specific field of study. While the average reported above is an average of all three, the instructors of each course can examine the results in each course or by each major and even more specific detail. If any individual law course did not meet the assessment results, corrective action may be implemented in that specific law course.

Action-Decision: In AY 2017-2018, faculty across eleven (11) discipline areas began developing the new SoBUSKE for implementation in AY 2018-2019. In an effort to continuously improve the learning environment for our students, faculty members also updated their curriculum to reflect current key and core concepts incorporated into the new SoBUSKE administered in AY 2018-2019. A pilot for the revised SoBUSKE was implemented in most classes in Fall 2018, and the completed revised exam was successfully administered in Spring 2019. (Note: Per Measure 2.2, the only course in which the exam was not administered was UNIV 1000.)

Additionally, faculty continue to implement "Providing Evidence Process (PEP)" identifying among discipline area instructors where and how the core information being tested in the new SoBUSKE is being introduced and reinforced in the curriculum and classroom.

Based on past assessment results, going forward, instructors in each subject area will be asked to review the questions that were most widely missed on the revised SoBUSKE and emphasize that material in their classes. This practice will be emphasized for subject areas in which the target was not met. Furthermore, in 2018-2019, the committee in charge of AOL 2 received a new committee chair. That chair and the committee will meet in early Fall 2019 to discuss the results of the first full execution of the revised SoBUSKE as well as the ETS exam results. If the minimal ETS sample size is deemed insufficient, administering the ETS exam again with more students may be a possibility. As this was the first semester using the revised SoBUSKE, changes to the curriculum and instruction will be implemented with caution until a full year of assessment data is gathered in AY 2019-2020.

SLO 3. <u>Critical Thinking</u>. The objectives of SLO3 Critical Thinking are that students should be able to:

- Objective 3a: Demonstrate the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities

- Objective 3b: Demonstrate the ability to generate and compare alternatives solutions to business problems.

- Objective 3c: Demonstrate the ability to select feasible solutions to complex business problems.

Course Map: Tied to course syllabus objectives.

FIN 3090   Business Finance (Foundational Course)
FIN 4200   Financial Policies and Practices (Foundational Course)
MGT 4300   Strategic Management and Policies (Foundational Course)
UNIV 1000   The University Experience (Supporting Course)

Measure 3.1 (Direct – Other; FIN 3090 Critical Thinking Quiz)

Details/Description: In order to access critical thinking skills, two articles are presented that cover current topics in business. Students are given a 10-question quiz covering the arguments made in the articles, evidence supporting the arguments, and deductive reasoning based on the arguments. The questions were a bonus opportunity for students so that they would be motivated to do their best.

Acceptable Target: The acceptable target is an average of 75% and 70% of the students achieving a 70% or greater.

Ideal Target: The ideal target is an average of 80% and 80% of the students achieving a 70% or greater.

Implementation Plan (timeline): This measure is given annually (Spring semester) in the FIN 3090 class.

Key/Responsible Personnel: School of Business faculty teaching FIN 3090 are responsible for this measure.

Findings: The acceptable target was met. The ideal target was not met.

Analysis: The table below provides the 2017-18 through 2018-19 academic year results for Measure 3a.

Table 12: AY 2017-2018 through AY 2018-2019 Results

Measure 3a				
Academic Year	n (# of students)	Acceptable Target	Average Score	Percentage passing
2017-2018	37	75%	75.7%	73%
2018-2019	29	75%	78.6%	83%

AY 2017-2018: <u>The acceptable target was met.</u> A new quiz was developed using actual news articles related to business regulation as opposed to generic critical thinking reading selections. The articles were selected as these topic areas are more relevant to students and assesses material being taught in the classroom. Questions were developed by the faculty. This may have made the exam more difficult and consequently may have negatively impacted the results. Students also have opinions about regulations that may have influenced their answer choices. For instance, answering questions based on their views instead of the article's viewpoint. One of the important goals of critical thinking is to be able to question one's own biases and as related to the business world and believe this exercise helps students to do this even if it resulted in lower scores.

Based on these 2017-2018 results, students were assigned to research a regulatory topic in Fin 4200. This was instituted in 2018-2019 as part of the recommendations. The assignment was done in a debate framework where students were either told to be for or against a specified topic. This was intended to break students out of their own viewpoint and improve their ability to view issues from alternate viewpoints.

AY 2018-19: The average grade on the quiz was 78.6% and 83% of students made a 70% or better. Therefore, the acceptable target was met, but the ideal target was not met. The results for AY 2018-19 were higher than the results for the previous year.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, a decision was made to expand the use of regulatory discussion and debate. This will include a written report and oral presentation in Fin 4200. While these efforts are expected to improve the critical thinking skills of our BUAD graduates, the intervention comes after the annual critical thinking measurement in Fin 3090. The revised 4200 class also includes more discussion of current events involving finance. The critical-thinking 'business regulations' quiz introduced in AY 2017-2018 will be administered again in AY 2019-2020 and comparable assessment results will be analyzed.

Measure 3.2 (Direct – Other; FIN 4200 Business Simulation Game)

Details/Description: In AY 2017-2018, a business simulation game was added to Fin 4200 as a method for students to make business decisions, analyze results, and modify their decisions. The business simulation game is called GoVentureCEO. In this game students choose are given an initial budget and allocate those funds to Production, Distribution, R&D, Marketing, Human Resources, and Ethics. Students determine how many units to produce, how much to invest in R&D in order to make a better product, how much to charge per unit, whether to expand to new areas, and how much to spend on marketing of the product. The game takes place over 6-8 periods and students update their decisions each period after analyzing their results. Students compete against each other in order to be the most profitable and decisions made by other students affect results. Credit is given for activity and bonus points are given to the top performers.

Acceptable Target: 50% of the students will be profitable over the course of the game.

Ideal Target: 75% of the students will be profitable.

Implementation Plan (timeline): Game is offered each semester in Fin 4200.

Key/Responsible Personnel: School of Business Faculty teaching Fin 4200

Findings: The Acceptable Target was met, but the Ideal Target was not met.

Analysis: The table below provides the 2017-18 through 2018-19 academic year results for Measure 3b.

Table 13: AY 2017-2018 through AY 2018-2019 Results

Measure 3b				
Academic Year	n (# of students)	Percent Profitable	Avg. Profit Period 1	Avg. Profit Period 8
2017-2018	60	53%	-2.98	4.42
2018-2019	40	63%	5.01	6.13

AY 2017-2018: The percentage of students achieving profitability for AY 2017-2018 was 53% indicating that <u>the acceptable target was met</u>. Additionally, students are improving over the course of the game as they learn from prior periods. The average profitability in the final period was higher than the average in the first period indicating that students improved throughout the game. The poor results in period 1 indicated that students needed better preparation prior to the beginning of the game.

Based on the results of the AY 2017-2018 assessment process, the faculty worked to explain the game better earlier in the semester. This likely lead to the improved results in AY 2018-2019.

AY 2018-2019: The percentage of students achieving profitability for AY 2017-2018 was 63% indicating that <u>the acceptable target was met</u>. This is an increase of 10% points over 2017-2018. A large part of the improvement came from students performing better in the initial period. This may be due improvement in the initial explanation of the game.

Decision, action, or recommendation: Based on the analysis of the 2018-2019 results, the business simulation game administered has been a successful addition to the Fin 4200 class. One of the interesting discoveries to students is that there are often many ways to win. Some students follow a low-cost, high-volume approach while others invest more into the quality of their product and sell it for more. Students who overprice their low-quality products end up with lots of unsold inventory while other students have missed sales if demand exceeds their production. The chance to beat the professor also inspires them to do their best. It is expected to continue to provide this simulation game in AY 2019-2020.

Measure 3.3 (Direct – Other; FIN 3090 Case Analysis)

Details/Description: Case studies link financial ideas to real events and real policies. Finance 3090 examines corporate financing, investment decisions and related issues in financial strategy. The student must deal with the situation described in the case, in the role of the manager or decision maker facing the situation. By engaging in the case, students apply the concepts, techniques and methods of the discipline and improve their ability to apply them. Students are required to identify the principle questions of the case and perform an analysis using the appropriate tools and knowledge to identify challenges and ambiguities in the case. Students learn the material more deeply when they are active generators rather than passive recipients of knowledge and retain more of the material as they apply the concepts and methods. Cases compel students to work on real world problems that are complicated and messy which require students to hone skills in identifying and using evidence, choosing which concepts, theories and methods are relevant, and ignoring extraneous and irrelevant material. Case analysis develops skills in problem solving, quantitative and/or qualitative analytical tools, decision making in complex situations, and coping with ambiguities.

Acceptable Target: The acceptable target is an average of 75% and 70% of the students achieving a 70% or greater.

Ideal Target: The ideal target is an average of 80% and 80% of the students achieving a 70% or greater

Implementation Plan (timeline): This assignment measure is given each semester in the FIN 3090 class.

Key/Responsible Personnel: School of Business faculty teaching FIN 3090 are responsible for this measure.

Findings: The Acceptable and Ideal Target were met.

Analysis: Table 14 presents the results for 2017-2018 through 2018-2019 academic years.

Table 14: AY 2017-2018 through AY 2018-2019 Results

Measure 3c				
Academic Year	# of Students	Acceptable Target	Ideal Target	Percentage passing
2017-2018	35	75%	85%	82.9
2018-2019	82	75%	85%	90.2

AY 2017-2018: The acceptable target was met, but the ideal target was not met as 82.9% of the students achieved a passing grade of 70% or higher. The 2017-2018 results indicated that students were having difficulty developing alternative scenarios needed to bolster the justification for their decisions.

Based on the AY 2017-2018 assessment results, in 2018-2019, students were assigned a review of Excel spreadsheets as the case involves using a spreadsheet to make a capital budgeting decision. Students were shown how changing assumptions of the model affected outcomes in future years.

AY 2018-2019: The acceptable and the ideal target were met. 90.2% (74/82) of the students achieved a passing grade of 70% or higher.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, it was determined that case analyses allow students to see actual applications of the topics discussed. In order to improve their understanding in AY 2019-2020, students will be required to post discussions of current event articles related to business such as mergers, IPOs, or other events. This will result in students being able to connect real life events to the sanitized case studies used in textbook case studies. Both successful and unsuccessful companies are examined in order to see how specific decisions affected the outcomes of the companies.

SLO 4. Global, Cultural, and Ethical Perspective. Students should be able to: Identify cultural/global challenges facing management in doing business in the international arena.

Course Map: Tied to course syllabus below.

ACCT 2000   Financial Accounting (Foundational Course)
BUAD 2200   Business Reports and Communications (Foundational Course)
BUAD 3270   International Business (Foundational Course)
CIS 4600   Advanced Systems Development (Capstone Course)
MGT 4300   Strategic Management and Policies (Capstone Course)

UNIV 1000   The Student Experience (Supporting Course)

Measure 4.1. (Direct – Exam; BUAD 2200)

Details/Description: Written document measure (BUAD 2200)

Acceptable Target: 70% of the students will score 70% or better.

Ideal Target: 90% of the students will score 70% or better.

Implementation Plan (timeline): Ongoing in BUAD 2200.

Key/Responsible Personnel: School of Business Faculty Teaching BUAD 2200.

Findings: The ideal target was met.

Analysis: The table below directly compares the 2017-2018 and 2018-2019 academic year results for Measure 4.1.

Table 15: AY 2017-2018 vs. AY 2018-2019 Comparison

Measure 4.1				
Academic Year	n (# of teams)	Acceptable Target	Ideal Target	Actual Results
2017-2018	51	70%	90%	98%
2018-2019	45	70%	90%	96%
Percentages indicate the percent of teams scoring 70% or better on the measure.				

AY 2017-2018: During the school term 51 groups (n=206 students) completed the BUAD 2200 Country Report and 98% of the students in the teams (51), scored 70% or better on the BUAD 2200 Country Report. The acceptable target was exceeded. The ideal target was met.

Based on the AY 2017-2018 assessment results, although the results met the ideal target, changes to the class were made that affected this project. As discussed earlier, a senior faculty member was assigned as course steward for this BUAD 2200 and other courses taught by multiple faculty members. Additionally, examples of business documents were made available to students along with embedded videos.

AY 2018-2019: During the school term, 45 groups (180 students) completed the BUAD 2200 Country Report. 96% of the students scored 70% or better. Compared to the 2017-2018 academic year, this represents a 2% decrease. However, it should be noted that the ideal target was met both years.

Action-Decision: Faculty members teaching BUAD 2200 will continue to utilize a variety of pedagogical methods to assist students with their group written country reports. Best practices include professors continuing to embed model examples of various business report documents into the course and voice-narrated videos. These videos provide step by step project/assignment directions for use by students. Additionally, as we are continually hitting the ideal target, we will consider raising the minimum acceptable target from 70% of students scoring 70% to a score of 75%, and the ideal target from 90% of

students scoring a 70% or above to scoring 75% or above to strengthen the targets. Faculty will also re-evaluate the existing rubric to determine if it is necessary to increase its rigor.

Measure 4.2 (Direct – Exam; BUAD 3270 International Business Plan)

Details/Description: Middle measure of student knowledge of cultural/global perspectives; a written document measure in BUAD 3270.

Acceptable Target: 70% of the students will score 70% or better.

Ideal Target: 90% of the students will score 70% or better.

Implementation Plan (timeline): Ongoing in BUAD 3270 class.

Key/Responsible Personnel: School of Business Faculty Teaching BUAD 3270.

Findings: The ideal target was met.

Analysis: The table below directly compares the 2017-2018 and 2018-2019 academic year results for Measure 4.2.

Table 16: AY 2017-2018 vs. AY 2018-2019 Comparison

Measure 4.2				
Academic Year	n (# of students)	Acceptable Target	Ideal Target	Actual Results
2017-2018	191	70%	90%	98%
2018-2019	180	70%	90%	96%
Percentages indicate the percent of teams scoring 70% or better on the measure.				

AY 2017-2018: In Fall 2017, 102 students were registered in BUAD 3270 classes. 98 students participated in written final report of International Business Plan group project. The semester average grade of these 98 students for the written document results in fall 2017 was 88%. All 98 students scored 70% or better. That is, 100% of the students in the Fall semester exceeded the acceptable target and met the ideal target.

In Spring 2018 semester, 93 students registered in BUAD 3270 classes. 92 students participated in written final report of International Business Plan group project. The semester average grade of these 92 students for the written document results in Spring 2018 was 85%. 88 students scored 70% or better. That is, 96% of the students in the Spring semester exceeded the acceptable target and met the ideal target.

According to the above data, the average grade for the written document in 2017-2018 academic year was 86%, 98% of the students in the year scored 70% or better. We met the Acceptable Target and Ideal Target.

Based on these results, students are performing well on their international business plans. However, the faculty decided to implement some of the practices that showed promise in other classes. Specifically, they decided to allow students to submit their work for review in order to receive feedback before the final report was submitted.

AY 2018-2019: In Fall 2018, 86 students registered in BUAD 3270 classes. 80 students participated in written final report of International Business Plan group project. The semester average grade of these 80 students for the written document results in fall 2018 was 84%. 91% students scored 70% or better. That is, 91% of the students in the Fall semester <u>exceeded the acceptable target and met the ideal target.</u>

In Spring 2019 semester, 101 students registered in BUAD 3270 classes. 100 students participated in written final report of International Business Plan group project. The semester average grade of these 92 students for the written document results in Spring 2019 was 86%. 100 students scored 70% or better. That is, 100% of the students in the Spring semester <u>exceeded the acceptable target and met the ideal target.</u>

According to the above data, the average grade for the written document in AY 2018-2019 academic year was 85%, 96% of the students in the year scored 70% or better. We met the Acceptable Target and Ideal Target.

Compared to AY 2017-2018, the mean final report grade of AY 2018-2019 decreased by 1%; the percentage of students achieving 70% or better decreased by 2%. The percentage of students achieving below 70% was increased. The main reason for this decrease results from one group of seven students in fall 2018 which submitted the final report in draft style in three sections of the report. The group got a grade below 70%.

AY 2017-2018 good practices continued in AY 2018-2019. The faculty responsible for BUAD 3270 provided coaching and provided model examples of success for this project in each class. In AY 2018-2019 the faculty also acted to provide students with occasions to submit written sections of the report for review and additional time for individual and group oral demonstrations providing opportunities for increased mastery.

Action-Decision: Based on an analysis of the 2018-2019 results, in 2019-2010 it is recommended the School of Business faculty responsible for BUAD 3270 continue the good practice in coaching this project in all classes but take action to avoid students submitting the wrong format final report. The faculty will require all groups to submit the first two parts of the report (Part A and Part B) in correct APA style rather than a draft for review.

Measure 4.3 (Direct – Exam; BUAD 3270 Direct Measure)

Details/Description: The International Business portion of the SoBUSKE is given in BUAD 3270.

Acceptable Target: Average score should be equal or higher than the ETS International Business score.

Ideal Target: Average score should be 10% higher than the ETS International Business score.

Implementation Plan (timeline): Ongoing in BUAD 3270 class.

Key/Responsible Personnel: School of Business Faculty Teaching BUAD 3270.

Findings: The ideal target was met.

Analysis: The table below displays the 2018-2019 academic year results for Measure 4.3.

Table 17: AY 2017-2018 vs. AY 2018-2019 Comparison

Measure 4.3				
Academic Year	n (# of students)	Acceptable Target	Ideal Target	Actual Results
2018-2019	168	35% Based on ETS data	45%Based on ETS data	Avg. score is 52%

AY 2017-2018: As stated previously, the SoBUSKE was not offered in 2017-2018 and there are no results to analyze.

AY 2018-2019: Preliminary analysis provide a 52% average score in the International Business Partial SoBUSKE exam. The International Issues score on the ETS exam was 35% so that the acceptable and ideal target were met. It should be noted that the International score on the SoBUSKE was 43% for the students taking the entire exam in MGT 4300 and 52% for the students in BUAD 3270. This difference is understandable given the emphasis placed in international issues in BUAD 3270.

Action-Decision: Based on the analysis of the 2018-2019 results, it was determined that students perform well when international issues are the focus of the course, but their performance drops off when they are not exposed to the information. International issues are touched upon in several other classes, but greater emphasis can be made in several classes. In order to encourage greater usage and consistency in other classes, it was determined that the International Business faculty develop a mini lesson that summarizes the major ideas of International Business. These mini lessons can be provided to other faculty so that they can be available to students.

SLO 5: Students will demonstrate the ability to solve problems from an integrated multi-disciplinary business perspective.

SLO 5 assessment is not reported for AY 2018-2019. It is expected to be implemented and results analyzed in AY 2019-2020.

Note: In the past, each degree program in the School of Business shared four SLOs. This was acceptable to our accreditation agency, the AACSB. However, to make our assessment process more robust, in AY 2016-2017, the School of Business decided to add a fifth SLO to each degree program. Rather than shared among all degree programs, the fifth SLO would be specific and unique to each degree program. This change would increase fidelity to our individual degree assessments. Therefore, in AY 2017-2018, a fifth SLO was implemented for each degree program (Accounting, Business Administration, and Computer Information Systems) in the School of Business.

Comprehensive Summary of Key evidence of improvement based on the analysis of results.

Data on the students learning outcomes was collected, analyzed, and reported across multiple disciplines within the School of Business. Instruments used included the complete and partial SoBUSKE, the ETS exam, written and oral projects from students as individuals and as teams, case studies, simulations, and other quizzes or exams.

Six measures were taken for SLO#1 Effective Communication. Of these, three measures met the acceptable target plus one meeting the ideal target and two did not meet the target. Actions included to improve student communication skills include the use of Peer Learning Exercises and Communication reviews being offered to students.

The results for SLO#2 Integration of Knowledge were unclear. As discussed earlier in the document, a new SoBUSKE was developed in 2017-2018 and implemented in 2018-2019. One of the criticisms of the old SoBUSKE was that it was written by faculty members and covered what those instructors taught. The new SoBUSKE focused more on the general subject areas instead of faculty preferences. When comparing the results of the new SoBUSKE given in 2019 with the results of the old SoBUSKE given in 2016-2017, students had a lower average in all nine areas. This does not reflect a decrease in ability so much as a shift in the questions asked away from faculty preferences. Indeed, a comparison of the ETS offered in 2019 to the 2015 results reflect an improvement in four areas, a decline in three areas, and no change in two areas. The targets for SLO#2 were based on a comparison of SoBUSKE scores to ETS scores. The decline in scores for the new SoBUSKE resulted in the targets not being met.

All three measures for SLO#3 Critical Thinking met the acceptable target with the case study measure (3c) also meeting the ideal target. The inclusion of a mini-lesson covering Excel seemed to help students with the case study project as it involved a lot of number crunching and what-if analysis. While it is not a part of the measurement, the addition of a debate project related to the regulatory environment is expected to help develop critical thinking skills.

For SLO#4, all three measure met the ideal target. The BUAD 3270 faculty found that the class benefitted from the review of communication principles in their students International Business Plan. This cross-disciplinary activity motivated the idea of creating mini-lessons that can be used by other faculty as a resource for themselves and their students.

Plan of Action moving forward.

Based on analysis of the 2018-2019 results, the School of Business has identified several strategies for enhancing the student experience and improving learning outcomes. At the heart of many of these strategies is their relationship to the SLOs.

One area of action is Peer Learning Exercises that allow students to work with each other and learn from each other. This is especially important in the communications area as students see other students work and can gauge their own work as well. Detailed rubrics can only go so far in communicating expectations with students. Additionally, the faculty believes that some students may be more motivated to put in effort if their work is to be evaluated by peers rather than just the professor.

Peer learning is not limited to students as the faculty promotes a collegial work environment with both formal and informal mentoring. One area of formal mentoring is course stewards where an experienced faculty member guides the course when there are multiple instructors. This is especially helpful for new and/or adjunct faculty. The informal mentoring occurs through frequent faculty interaction including the Lunch and Learn program.

Team projects and presentations are also useful in promoting communication skills and may also involve integration of knowledge, critical thinking, and international perspectives. A challenge for many of the classes is implementing these for online sections where students are less likely to know each other or be

located together. Having students tasked with different components allows the instructor to grade each individual's component task while an additional grade would be for the integration of the task.

The development of mini lessons that can be used in multiple classes to reinforce crucial concepts is also being utilized. This improves cross-disciplinary learning as students get refreshers of communication skills in their management classes, legal issues in their marketing class, and international concepts in their finance class (as examples). It also keeps those lessons fresh for students so that the ideas are not forgotten as they drift further from the initial class.

The school is also undertaking a "Providing Evidence Process" to ensure that core concepts, especially those covered by the new SoBUSKE are covered. Course stewards are responsible for ensuring that these concepts are taught in a consistent manner in courses taught by multiple faculty members.

Case studies, analyses of actual businesses, and current events are also an increasingly important component of the curriculum. Case studies allow the student to look at real world business issues from an inside point of view. The possible outcomes of various actions can be discussed and evaluated to determine the best decision. This promotes critical thinking, effective communication, and knowledge integration. There is frequently an international component to these projects as the regulatory framework in different countries can be compared and evaluated. Discussions cover current and proposed regulations over topics such as Net Neutrality, GDPR, codetermination, and financial regulation.

One concern is that the addition of all these new aspects will take away from existing coursework. Indeed, the School of Business is placing greater reliance on online resources provided by textbook publishers for the course material such as Connect and LearnSmart by McGraw Hill. The University of Louisiana system has also encouraged that access to these resources be bundled as part of the class fee so that students do not have to pay as much for textbooks and will have access to the resources from day one. Overall, it is believed that this will allow the faculty to spend more of their time on the non-textbook initiatives described above as opposed to spending a majority of their time going over the textbook.

Developments are being made outside of the classroom as well. The faculty Lunch and Learn program continues to provide an opportunity for faculty to share and discuss best practices. Faculty development has been an important component of our success and several faculty members take outside courses in order to improve their skills and knowledge.

The faculty is also investigating modifications to assignments, rubrics, and targets related to the SLOs so that they better reflect the intent of the measurements. This is especially true as it relates to the new SoBUSKE as it relates to the ETS exam.

The BUAD faculty has also implemented, or made plans to implement, curricula changes based on student and employer demand. An Entrepreneurship concentration was added for AY 2018-2019. Additionally, a course in Financial Statement Analytics is being developed for the AY 2019-2010 (dual listed with Accounting curricula). These developments reflect the willingness and desire of the BUAD faculty to evolve as the environment changes.

In conclusion, the School of Business and its faculty strive to improve all aspects of student learning. New initiatives are constantly being introduced and evaluated based on their effectiveness. Measures of student learning outcomes are assessed each semester and compared to previous results to determine progress. Additionally, student and faculty feedback are considered. Successful initiatives are shared with other faculty so that they may be implemented in other courses if applicable.

Appendix 5: Where We Are, Where We Need to Be, and Where Do We Want to Be

NSU SCHOOL OF BUSINESS – WHERE WE ARE Premier **regional business school** in the South by providing relevant degrees matching the needs of Louisiana business and industry partners as well as national and international business and industry partners.

The School's overall goal is to prepare our business students (accounting, business administration, and computer information systems) with educational opportunities needed to acquire skills and credentials to obtain jobs in the five-star job areas. Long-term goal is to prepare our business students for jobs that are available not only now but in the future.

Where Are We (Now)	Where Do We Need to Be	Where Do We Want to Be (Future)
One bachelor's degree with **three majors** that produces graduates needed and required by the five-star careers identified as critical by the Louisiana Workforce Commission.	Continue exploring, expanding, and offering additional degrees (baccalaureate, masters, and Ph.D.), concentrations, and/or certifications. Also, offer continuing education for local and state business and industry professionals.	Establish a Global Entrepreneurship center to provide business education to local, regional, national and international non-profit and profit organizations. Establish an incubator for new and existing small business.
Our School of Business has several distinguishing features including alignment between online and face-to-face courses, a personalized approach to students, and a willingness to align with business needs.	We need additional support personnel, such as full-time advisors, to assist with the personalized approach to students. We also need to offer flexible class offerings and microcredentials/certifications to meet business needs and student demands for flexibility. We need faculty members or administrators with the time to meet with industry partners and set up initiatives to meet their needs.	We need additional support personnel, such as full-time advisors, to assist with the personalized approach to students. We also need support personnel in career services, counseling services, and enrollment support to assist with this personalized approach. We also need to offer flexible class offerings and microcredentials/certifications to meet business needs and student demands for flexibility. We want faculty members or administrators whose sole responsibility is to meet with industry partners and set up initiatives to meet their need.
33 faculty members including a Dean, three coordinators, 2 part-time, two shared, and nine adjuncts. All these people are support by two administrative assistants. We are currently at 51% SA, 10% PA, 7% SP, 19% IP, and 12% O. We are meeting most of the AACSB required ratios.	The School of Business would need two more accounting faculty, four more business administration faculty, and two more computer information systems faculty. In addition, we need one additional administrative assistant. We need to change our percentages to 55% SA, 15% PA, 10% SP, 15% IP, and 5% O. We need to meet all the AACSB required ratios.	The School of Business would need two more accounting faculty, seven more business administration faculty, and two more computer information systems faculty. In addition, we need two additional administrative assistants. We want to change our percentages to 65% SA, 20% PA, 10% SP, 5% IP, and 0% O. We want to exceed all the AACSB required ratios.
Fall-2018 1242 School of Business students: 567 Business Administration students 262 Accounting students 308 Computer Information Systems Remainder is HMT and PBC students	**1650** School of Business students (In Five Years) 750 Business Administration students 350 Accounting students 400 Computer Information Systems Remainder is HMT and PBC students	**2,000** + School of Business students: 900 Business Administration students 400 Accounting students 500 Computer Information Systems Remainder is HMT and PBC students
Current concentrations in Business Administration: Business Analytics, Entrepreneurship, Finance, International Business, Management, Marketing Current BS in Accounting Certifications/License: Real Estate	Add concentrations in Business Administration: Insurance and Real Estate, Knowledge Management, Blockchain +30 Certificate in Accounting	Add concentrations in Business Administration: Insurance and Real Estate, Knowledge Management, Blockchain, Operations Management, Human Resources Management, Banking +30 Certificate in Accounting

	Explore additional certifications and licensure in existing Business Administration and Accounting areas	Add concentrations in Accounting: Global/International Accounting, Accounting Information Systems, Forensic Accounting Explore additional certifications and licensures in existing and new Business Administration and Accounting areas
Current concentrations in Computer Information Systems: Applications Development, Cyber Security, Networking and Systems Management, and Web Development Current certifications in Computer Information Systems: MOS in Word, MOS in Excel, IC3 Living Online, CompTIA A+, CompTIA Network+, CompTIA Security+, CompTIA Server+, CompTIA Cloud Essentials, Cisco CCENT, Cisco CCNA	Add concentrations in Computer Information Systems: Technology Management, Health Information, Database/Data Analytics/Data Warehousing, Cloud Computing Add/change certifications in Computer Information Systems: CISSP, Project+ or CAPM, Cloud+, and other cloud-based certifications	Add concentrations in Computer Information Systems: Technology Management, Health Informatics, Accounting Information Systems, Database/ Data Analytics/Data Warehousing, Computer Graphics and Gaming, Cloud Computing, Office Productivity, AI and Emerging Technologies Add/change certifications in Computer Information Systems: CISSP, Project+ or CAPM, Cloud+ and other cloud-based certifications, and explore additional software development and other networking/security certifications
The School of Business and its students are housed in one building – Russell Hall. We have updated the classrooms with Cisco technologies.	Russell Hall classrooms need removal of certain walls to combine classrooms and increase the capacity while maintaining a comfortable environment for the students.	Certain rooms, including the bathrooms, could be renovated to offer a more inviting and professional image to students. Certain faculty offices need new furniture (desks, filing cabinets, tables, etc.).
The School of Business currently offers all three of its degree programs through an online environment. Faculty are prepared for online teaching through voluntary participation in professional development through Electronic and Continuing Education.	The School of Business needs to be the top online provider in Louisiana. Every course (taught by full-time faculty or adjuncts) should be a Quality Matters approved course which would require training and personnel to help the faculty. Students should be able to access the needed software easily off-campus either through a virtual server or other methods. Proctoring should be available (for free) via ProctorU.	The School of Business needs to be the top online provider in Louisiana. Every course (taught by full-time faculty or adjuncts) should be a Quality Matters approved course which would require training and personnel to help the faculty. Students should be able to access the needed software easily off-campus either through a virtual server or other methods. Proctoring should be available (for free) via ProctorU. Faculty should have assistance from GAs or others to better assist students and leverage class size. Online tutoring should be available through the School of Business.
Computers and other hardware/software are updated on a rotating basis by Student Technology and/or Information Systems. Some faculty also use professorships to maintain computer hardware/software.	The School of Business needs to maintain the highest levels of currency in technology.	The School of Business needs to maintain the highest levels of currency in technology.

*Please note these numbers are preliminary numbers as we are working with the NSU Foundation/Alumni Association to identify and differentiate funds which are specifically for the use of the School of Business, its faculty, and its students as well as funds where the School of Business is one of the options for use.

**Once the School of Business identifies its baseline numbers, goals for number of funds and balance will be developed.

NORTHWESTERN STATE
UNIVERSITY OF LOUISIANA

College of Business and Technology

School of Business

Strategic Plan 2018-2023

Background

As part of the AACSBI accreditation process, the School of Business faculty and staff are required to create, implement, and measure a strategic plan. This document is an outline of a proposed strategic plan based on the existing 2016-2021 Northwestern State University Strategic Plan.

School of Business Mission

The mission of the School of Business is to **provide our diverse student population with a business education** that **prepares them for successful careers and responsible citizenship roles** in **the world of business.**

Providing students with a business education. This means that we strive to provide students with opportunities to become effective communicators, critical thinkers, develop knowledge across the business disciplines, and global perspective. (Revised 2012 and approved 2013).

Preparing them for successful careers and citizenship roles. This means that we provide education experience and opportunities.

In the world of Business. This implies developing a global perspective that involves managing activities that foster the transfer of goods and services in organizations of all types wherever found.

Computer Information Systems Mission Statement.

The mission of the BS in Computer Information Systems in the School of Business at Northwestern State is to prepare **our diverse student population** for careers as information systems and technology professionals in the public, private and nonprofit sectors, and/or for advancement into graduate programs. This purpose will be met by providing quality online and face-to-face business and technology instruction and academic support with high academic standards, superior teaching, quality research, significant service, and effective use of technology for the citizens of our region. (Approved by CIS faculty on 4/5/2017).

Accounting Program Mission Statement.

The mission of the Accounting Major in the School of Business at Northwestern State is to prepare our **diverse student population** for careers as professional accountants in public practice, industry, and other areas, and for advancement into graduate programs. We strive to maintain high academic standards, superior teaching, quality research, significant service, and effective use of technology. (Approved by Accounting faculty on 4/11/2017)

Business Administration Program Mission Statement:

The mission of the Bachelor of Science in Business Administration in the School of Business at Northwestern State is to prepare **our diverse student population** for careers as business professionals in public, private and nonprofit sectors, and/or for advancement into graduate

programs. This purpose will be met by providing quality online and face-to-face business and technology instruction and academic support with high academic standards, superior teaching, quality research, significant service, and effective use of technology for the citizens of our region. (Approved by BUAD faculty on 4/5/2017)

School of Business Vision

Within a teaching institution aligned under the College of Business and Technology, the School of Business' undergraduate degree program will become primarily recognized for *providing a high quality, technologically linked business education* in *a student-oriented learning environment*. We will *serve mostly regional students* in *a small class setting that encourages interaction while also striving to provide program access and delivery on campus, Louisiana, the nation, and the world*.

We recognize that faculty responsibilities extend beyond teaching into research and service. In terms of research, and as an integral part of their responsibilities, our *faculty members will produce intellectual contributions that focus primarily on business practice and learning/pedagogy*.

Our school's *outreach efforts will center primarily on supporting regional economic development activities*; however, we will also *encourage faculty service in the form of membership and participation in professional service, and university and regional, national, and international organizations* as an important part of continued professional development.

Northwestern State University Core Values

Our core values capture the guiding principles for how we make decisions and work together. They are the foundation for the type of University community and regional partner we strive to become.

Our guiding values are:

- Our Students are our priority. We provide each Student with transformational and experiential learning experiences to assist in the development of an ever growing individual, scholar, and professional.
- Diversity helps define who we are. We welcome and respect everyone traveling on a journey for knowledge. Differences make us stronger.
- We are future focused. We do not rest on our laurels, as we are in constant search of individual and organizational improvement. We seek opportunities to improve our students, community, and region.
- Innovation leads the forward edge of change. We strive to be on the forefront in all we do.
- We honor and respect the ideals of freedom. We protect the freedom of all members of our community to seek truth and express their views.
- We are careful stewards. We responsibly and sustainably manage the economic and natural resources entrusted to us.
- Integrity is our cornerstone. We hold ourselves to the highest ethical standards as educators, scholars, Students, and professionals.
- We are a team. We are a collaborative community that focuses on ensuring the success of every member.

School of Business Strategic Plan Overview

Our strategic plan leverages the five Strategic Focus Areas developed and approved in the NSU Strategic Framework. These focus areas drive what we do, how we do it, and, most importantly, why we do it. To achieve our desired goals, we must first understand where each focus area stands today. This document outlines each strategic focus area and delineates the process to navigate from one state to another. This environmental visualization is designed to facilitate our progression by leveraging the supporting objectives, associated strategies, metrics, and assigned oversight for each strategic focus area.

To ensure success, our strategies are actionable with clear benchmarks that measure our progress and gauge our success. We will follow three key principles of assessment. First, our metrics must be easy to use, accessible, and actionable. Second, they must be transparent, giving us the ability to measure ourselves both internally and against peers or other relevant external measures (board, state, or national standards). Third, we must make sure they are diverse in their qualitative and quantitative perspective, allowing us to draw a holistic picture of our progress.

Section I.

The Five Strategic Focus Areas

1. Student Experience

To achieve its envisioned future, Northwestern is committed to redefining and strengthening The Student Experience. Students succeed when we devote our energies to continuously improve all aspects of Student life: academic, physical, social, and mental well-being. We will make data-informed decisions in our ongoing effort to create new opportunities and enhance existing programs, services, and resources for Students. From the first contact with a prospective Student through the commencement celebration, we will demonstrate our commitment to success by ensuring Students have an engaging, purposeful, and relevant Student experience. Coordination between all campus entities ensures the delivery of services, programs, and experiences that meet the needs of all Students on all campuses.

Student Experience Metrics

- Retention rate between 1st to 2nd year
- Overall persistence rate
- Percent of Graduates working at graduation
- Diversity represents regional demographics
- Percent of Students from within Region – Outside Region
- Number of Programs implementing QEP standards

2. Academic Excellence

To become the nation's premier regional university, we must achieve academic excellence. This can best be attained through the dedicated support of our Students and faculty. We must work diligently to nurture and encourage our Students in ways that facilitate their success, as Students bring purpose to a university. Faculty, the backbone of a university, must be provided the necessary resources to succeed both in the classroom and in their research and must be valued by staff and Students for their expertise and commitment to success.

Academic Excellence Metrics

- Number of faculty attending professional development workshops
- Number of new course offerings
- Number of departments acquiring new classroom or lab technologies
- Number of student advisory boards
- Number of faculty attending the lunch and learn workshops
- Percentage of departments applying for University-sponsored research and travel funds
- Completion of AOLs measurements
- Changes implemented based on measurements

3. Market Responsiveness

The region's citizens rely on us to produce the highly qualified labor force needed to meet the demands of a global economy. Meeting this challenge is dependent upon our ability to respond to the changing environment by responding to the market through timely, effective, efficient, and visionary solutions. We must be able to anticipate the needs of the workforce 10 to 20 years from now and develop an associated curriculum that addresses those needs. This is primarily accomplished through an ongoing effort to gather, process, and analyze data to obtain meaningful information for making viable and appropriate strategic decisions.

Market Responsiveness Metrics

- Number of newly created or redesigned degrees, concentrations, or certifications based on employer workforce demands
- Number of newly created or redesigned degrees, concentrations, or certifications based on employer workforce demands that reflect occupational forecasts.
- Use of results from academic program reviews to guide the development or redesign of programs, concentrations, or certifications that meet the needs of the workforce.
- Number of professorships??

4. Athletic Prominence

It is often said that an athletic program is the "front porch of the university," because of the exposure that a successful program can provide to the institution. Achieving the identified goals associated with athletic prominence will result in outcomes for Student-athletes which emphasize academics, leadership, service learning, and competitiveness and will ultimately

prepare them for life after NSU. The athletic prominence area will also provide all Students, community members, and alumni with entertainment and pride at an unmatched value. It will take a collaborative effort among the athletic department, campus, community, and alumni base to truly fulfill this Strategic Focus Area.

Engagement and participation by staff members, coaches, Student-athletes, on-campus vendors, off-campus merchants, faculty, local and regional businesses, campus departments and organizations, alumni, and fans are necessary as these are the key stakeholders in the process of achieving athletic prominence. Ultimately, NSU Athletics will be a contributing factor towards NSU being the nation's premier regional university.

Athletic Prominence Metrics

- Number of classrooms outfitted with recording/streaming systems
- Number of classes with statements about university sponsored events

5. Community Enrichment

This strategic focus area is benchmarked by world-class performing arts programming, robust alumni engagement, mutually beneficial donor relationships, institutional culture of collaboration and accountability, and thriving town-gown relationships in cities where university campuses are located. We conducted a survey of more than 6,700 alumni, business and industry representatives, educators, appointed and elected officials and others to determine their interest in our existing community enrichment programs and the effectiveness of these activities. We also requested their recommendations for expansion of community enrichment efforts. Based on survey results, we have numerous new initiatives that are underway and existing programs have been enhanced to address various aspects of our plan for continued and increased community enrichment, shared governance, and the engagement of university stakeholders.

Community Enrichment Metrics

- Number of classroom presentations by alumni and advocates
- Number of _____ allowing for academic participation
- Amount of annual private support through foundation accounts
- Value of unrestricted endowment assets (endowed professorships)
- Number of activities including cultural events and other programs
- Number of cooperative endeavors with public and private entities.

Section II.

Performance Indicators and Assessment Process

(Objective–Strategy–Metric–Responsibility)

Strategic Area 1 – The Student Experience

Objective 1 – Provide responsive Student services (through streamlining processes and understanding the individual Student needs)

Strategies:
- Provide programs and services for achieving academic excellence
- Align policies and procedures to enhance responsiveness to Student's needs
- Analyze and edit policies within the school as it relates to recruiting, retaining, and academic advancement

Metrics:
- Retention rate between 1st to 2nd year
- Overall persistence rate
- Percent of Graduates working at graduation

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Objective 2 – Create a community that fosters diversity and inclusion (through developing ethical and effective leadership, service, and civic engagement)

Strategies:
- Expand co-curricular service learning and leadership opportunities
- Develop our Students to be future leaders with a strong sense of civic responsibility, ethical reasoning, and social justice.
- Support a diverse and international student population.

Metrics:
- Diversity represents regional demographics
- Percent of Students from within Region – Outside Region

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Objective 3 – Provide a transformational learning and career preparation experience (through advising, mentorships, experiential learning, and co-curricular involvement).

Strategies:
- Employ coordinated data-driven advising that uses intentional intervention milestones beginning the first year.
- Expand/develop specialized advising, services, and programs
- Develop a series of high impact experiential learning activities designed to engage the students.

Metrics:
- Number of Programs implementing QEP standards
- Percent of Graduates working at graduation

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Strategic Area 2 – Academic Excellence

Objective 1 – Provide innovative instruction in the classroom and online (by utilizing technologies/techniques that have been demonstrated to be successful and by supporting faculty participation in conferences and workshops in discipline-specific areas).

Strategies:
- Provide online and face-to-face instruction on technology/techniques that will improve the educational experience of our online Students
- Create a program of faculty-led workshops.
- Develop a focus area for on-line Students so that the University's growing on-line Student population and Students at campuses other than the Natchitoches campus have the same level of academic support as our main-campus Students
- Provide travel funds for faculty members to travel to discipline-specific conferences
- Ensure that all classroom/laboratory technologies are functional and updated and that faculty are trained on their usage
- Obtain grants for classroom/laboratory equipment maintenance and supplies
- Obtain grants for faculty designing new or re-designing old courses

Metrics:
- Number of faculty attending professional development workshops
- Number of new course offerings
- Number of departments acquiring new classroom or lab technologies

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Objective 2 – Foster quality Student-Faculty interactions (by forging a bond between faculty and Students that sets our University apart from so many others)

Strategies:
- Create and utilize program-specific advising packets to improve streamline the advising process
- Identify successful and meaningful Student – Faculty interactions
- Reward faculty who serve as recognized Student organization sponsors
- Create a space for faculty and staff and students to meet in informal gatherings and conversations
- Create opportunities for all faculty to interact with on-line students

Metrics:
- Number of student advisory boards
- Number of faculty attending the lunch and learn workshops
- Percentage of departments applying for University-sponsored research and travel funds

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Objective 3 – Monitor validated assessment of educational outcomes (to continue to provide our Students with an unparalleled education experience)

Strategies:
- Develop a list of appropriate educational outcomes and measures that test for those outcomes (AOLs)
- Evaluate the assessments (AOLs)

- Implement real, pedagogically meaningful, documented course revisions

Metrics:
- Completion of AOLs measurements
- Changes implemented based on measurements

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Strategic Area 3 – Market Responsiveness

Objective 1 – Align curricula with tomorrow's workforce demands.

Strategies:
- Review current degree programs for productivity and connections to workforce
- Develop or redesign programs to align with workforce demands

Metrics:
- Number of newly created or redesigned degrees, concentrations, or certifications based on employer workforce demands

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Objective 2 – Deliver class-leading employer service and industry-recognized competencies.

Strategies:
- Evaluate and implement workforce recommendations on competencies needed via advisory board and other relevant stakeholders into curriculum and program development.
- Consolidate and disseminate all departments Advisory Council and external stakeholder documents to better identify workforce demands and trends

Metrics:
- Number of newly created or redesigned degrees, concentrations, or certifications based on employer workforce demands that reflect occupational forecasts.

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Objective 3 – Modify programs through continuous reflection and thoughtful advancement.

Strategies:
- Analyze current and projected academic program needs.
- As required, increase the number of faculty members with industry recognized certifications and competencies by discipline.
- Develop specific unit policies to support professorship usage for faculty development education, certifications and skill development.

Metrics:
- Use of results from academic program reviews to guide the development or redesign of programs, concentrations, or certifications that meet the needs of the workforce.
- Number of professorships

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Strategic Area 4 – Athletic Prominence

Objective 1 – Support Student Athletes in their academic pursuits/endeavors.

Strategies:
- Provide policies that support the student athletes to be successful in the classroom (i.e. statement in syllabus about university sponsored events)
- Provide class recordings/notes for those students that have to miss class/travel during the academic year
- Maintain a clear and timely communication with the Student Athlete Academic area.

Metrics:
- Number of classrooms outfitted with recording/streaming systems
- Number of classes with statements about university sponsored events

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Strategic Area 5 – Community Enrichment

Objective 1 – Increase Robust Alumni Engagement and SoB Advocacy

Strategies:
- Expand communications with alumni and advocates.
- Establish a Student Alumni Association
- Establish program to better connect graduates with careers and jobs through electronic media, partnerships with Louisiana Economic Development, alumni, and other advocates and stakeholders.

Metrics:
- Number of classroom presentations by alumni and advocates
- Number of events allowing for alumni and advocates participation

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Objective 2 – Promote Mutually Beneficial Donor Relationships

Strategies:
- Promote the "every contribution counts" concept to engage supporters not currently giving back to the School
- Increase on-campus and off-campus events for prospective and career donors with a focus on recognition and awareness of giving opportunities.
- Showcase positive impact of private funding through messages to alumni and public.
- Increase the number of alumni and advocates speaking to legislators/state.

Metrics:
- Amount of annual private support through foundation accounts
- Value of unrestricted endowment assets (endowed professorships)

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Objective 3 – Nurture Thriving Town-Gown Relationships

Strategies:
- Plan activities such as cultural events and other programs.
- Promote increased involvement of online and off-campus learners in both community and university events and programs.
- Expand community service projects and internships involving Northwestern Students with a focus on youth programs, food bank initiatives, beautification, preservation, economic development, literacy, improved health, and other initiatives that provide valuable experiences for Students, positive recognition for the university, and beneficial assistance to the communities.
- Increase cooperative programs with community and technical colleges, public schools, business and industry and other entities that cultivate town-gown relationships

Metrics:
- Number of activities including cultural events and other programs
- Number of cooperative endeavors with public and private entities.

Responsibility: Dean, Coordinators, and/or Chair of AACSB Committee

Appendix 7: Baccalaureate Degrees Awarded by Degree Program

School of Business Major	2016-2017	2017-2018	2018-2019
101 – ACCOUNTING	27	47	27
102 - COMPUTER INFORMATION SYSTEMS	30	43	25
110 - BUSINESS ADMINISTRATION-	116	119	108
Total*	**171**	**201**	**154**

Appendix 8: Faculty Growth

Faculty Fall 2014	Faculty Fall 2018/2019
Accounting- 3 Tenure-track; 1 Instructor; 1 Part-time; 1 Adjunct; Total-6	**Growth of 1 - 3 Tenure-track; 2 Instructor; 1 Part-time; 1 Ragus Chair; 1 Adjunct; Total-8**
Melissa Aldredge	Melissa Aldredge
Nat Briscoe-Retired	Committee/Instructor-
Glen Cooley-Retired	James A. Smith
**Gary Conlay (adjunct-Spring ONLY	Marti Vienne-Adjunct [Spring Only]
Robert Turner (part-time)	Robert Turner (part-time)
Margaret [Marti] Vienne-Resigned	Diane Mobley
	Ronnie Abukhalaf -1/2018
	Mr. Ted Jones [Spring ONLY]
Business Administration-11 Tenure-Track Professors; 2 instructors; 3 adjuncts/dual-enrollment – Total 16 people	**Growth of 9 - 13 Tenure-Track Professors; 3 instructors; 1 part-time; 8 adjunct/dual-enrollment-Total 25 people**
Sue Champion-Instructor	Sue Champion-Instructor
*Heather Conoboy (12/20/2013)	Adrion Knight/Qwontice McDowell-Instructor
William Habig- Instructor	William Habig- Instructor
Brenda Hanson-1/2019	Mary Edith Stacy
Marcus Jones	Marcus Jones
Margaret Kilcoyne	Margaret Kilcoyne
Julie McDonald	Julie McDonald
Begona Perez-Mira-Moved to CIS	Danny Upshaw
*Charles Penrod (6/30/2014)	Carmella Parker
*Larry Short (5/9/2014)	Marcia Hardy
Mark Swanstrom	Mark Swanstrom
John G. Williams	John G. Williams
*Perry Wisinger (5/9/2014)	Vianka Miranda- 1/2018
	Sarah Lise DuBois – part-time Instructor
	Tammy Croghan – Assistant/Mary Beth Fair-Instructor
	Beth Prejean-Assistant Professor
	Weiwen Liao – Assistant Professor
Carmella Parker (adjunct)	Rusty Sylvester – Adjunct
Paula Lott (dual enrollment)	Taylor Albritton – Dual Enrollment

Jeffrey Kennedy (adjunct)	Joseph Perez-Montes – Adjunct
	Mariah Jeffery – Adjunct
	Nikki Ceaser-Small – Adjunct
	Mike Fox – Adjunct
	Tom Matuschka – Adjunct
	Raylie Hardy – Adjunct
Computer Information Systems – 4 Tenure-Track Professors; 3 Instructors; 2 part time – Total 9	**Growth of 1 - 7 Tenure-Track Professors; 1 Instructor; 2 Adjuncts – Total 10 people**
*Brenda Foote (5/9/2014)-Instructor-Part time	Lily Pharris
Thomas Hanson (part-time) – 1/2019	No replacement
Curtis Penrod	Curtis Penrod
Barbara Russell-Instructor	Jason Powell
Jack Russell	Begona Perez-Mira
*A. Richard Tarver (5/9/2014)	Sarah Wright
Mary Beth Tarver-Instructor	Mary Beth Tarver-Instructor
*Mark Thompson (5/9/2014)	Eddie Horton
Sarah Wright – Instructor	Don Rider
	A Richard Tarver adjunct
	Melissa Hardaway adjunct
Totals	**Net of 12 people**

Appendix 9: PARTICIPATING AND SUPPORTING FACULTY DEFINITIONS

Participating Faculty Members includes all full-time faculty members such as tenured and tenure-track professors, instructors and lecturers as well as visiting instructors and professors, part-time instructors, and endowed professors. Such individuals are considered "participating" since they are involved in governance, curriculum development and service activities associated with the operations of the School of Business. These faculty members have an office on campus; are required to hold regular office hours; teach both fall and spring semesters; attend and participate in departmental and collegiate meetings; serve on departmental, collegiate, and/or university committees; and provide other services in support of departmental and collegiate missions.—such as N-side View Day, FBLA Day, meeting with potential students, Homecoming, student appreciation events, and speaker series events. Typically, faculty will participate in at least four to five service-related events in an academic year. The amount of service required is related to the academic or professional qualification status of the faculty member. Evidence of meeting these requirements is provided yearly on the faculty activity report and merit evaluation sheet.

Examples of participating activities are:
• Advising clubs, organizations, or student groups
• Supervising student research outside of class or supervising student groups which enter competitions in which they compete against students or teams from other universities
• Serving on faculty oversight committees and department projects
• Collecting and analyzing data for assessment of learning
• Participating in curriculum development for academic programs
• Attending teaching development seminars and workshops
• Participating in college events such as serving as a faculty marshal at commencement or a college representative
• Serving on thesis committees
• Serving as a judge in university competitions
• Serving on department, college, or university governance committees
• Attending department and/or college meetings
• Conducting research in which NSU is listed as their affiliation in the submission of the research for publication to appropriate outlets
• Making presentations, speeches, or being part of panel discussions to university groups or the local business community in which NSU is listed as their speaker affiliation
• Representing the university in interviews with media outlets
• Participating in fundraising and philanthropic activities of the School of Business
• Participating in alumni activities
• Representing the university in discussions/negotiations with potential partners to School of Business programs

Normally, participating faculty members will deliver at least 75 percent of the school's teaching (whether measured by credit hours, contact hours, or another appropriate metric) and at least 60 percent of the teaching in each discipline, academic program, location and delivery mode.

Supporting Faculty Members typically includes part-time faculty members such as adjunct instructors. These individuals are considered "supporting" because they are not involved in governance, curriculum development and service activities associated with the operations of the School of Business. Normally, they do not have a permanently assigned office on campus; may teach only in one semester per year; do

not serve on committees or provide other services for the department, college or university; and do not participate in university governance.

An exception to the classifications above may be made for a specific faculty member by the SoB director in consultation with the dean and validated by the SoB Leadership Team where non-participating faculty possess relevant professional experience.

Relevant professional experience must be documented by reports of significant experience from contract and consulting engagements or documented by evidence of serving as an employee in a professional capacity. In all cases, this experience must be related to the faculty member's academic discipline or field of instruction. Professional experience may be within the private, public or non-profit sectors.

Appendix 10: Faculty Qualifications and Engagement Criteria [Approved June 2019]

Northwestern State University School of Business deploys and maintains a faculty consistent with the standards established by The Association to Advance Collegiate Schools of Business (AACSB) and prescribed in the "Eligibility Procedures and Accreditation Standards for Business Accreditation." This document outlines the criteria employed to assure that these standards are met in a manner consistent with the mission of the school, the college and the university.

I.   **Faculty Categories.** School of Business faculty members are categorized according to their initial academic preparation and professional experience, and, to their sustained academic and professional engagement activities. As detailed in AACSB Standard 15, the following four categories are used to classify faculty, inclusive of those holding administrative appointments (e.g., chairs, directors, and deans), deployed by the School:

<div align="center">

Sustained Engagement Activities

</div>

Initial Academic Preparation and Professional Experience	Academic (Research / Scholarship)	Applied / Practice
Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Research-based Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

-**Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. SA status is granted to faculty members who earned their research-based doctorate degree, or a Juris Doctorate for faculty members who teach business law, in a field consistent and appropriate to their teaching assignment.

- **Practice Academics (PA)** sustain currency and relevance through professional engagement, interaction, and relevant activities. PA status is applied to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement.

- **Scholarly Practitioners (SP)** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. SP status is applied to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

- **Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

Faculty members who do not meet the definitions for these four categories, as outlined below, will be classified as **Other Qualified (OQ)** faculty.

II. **Scholarly Academics (SA).** To be classified as a Scholarly Academic, faculty members must satisfy *both* the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

    A. Initial Academic Preparation. The following criteria are used as the basis of judgment for determining if a faculty member meets the initial academic preparation criteria for the Scholarly Academic classification:

Faculty members holding a research-based doctorate in their primary teaching field, or a Juris Doctorate for faculty members who teach business law, shall be considered to have satisfied the initial academic preparation criteria for SA status.

Faculty members holding a research-based business doctorate that is outside of their primary teaching field shall be considered to have met the initial academic preparation criteria for SA status provided they exhibit evidence of active involvement in the teaching area through activities such as authorship, participation in professional meetings, or related activities devoted to the teaching area.

Faculty members who hold a research-based doctoral degree outside of business, but whose primary teaching responsibilities fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they demonstrate evidence of active involvement in the area of teaching responsibility through activities such as authorship, participation in professional meetings, or related activities. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development linked to the teaching area.

Faculty members who hold a research-based doctoral degree outside of business, but whose primary teaching responsibilities do not fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they have completed additional graduate coursework or professional development sufficient enough to provide a basis for participation in the mix of teaching, intellectual contribution, and service required by the college. Recognized professional certifications or licenses may be used to demonstrate training and expertise in a primary teaching field. Faculty members who possess a specialized graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered to have met the SA initial academic preparation criteria to teach taxation courses.

Faculty members who are graduate students in a research-based, business doctoral field who have attained "ABD" status will be considered to have met the SA initial academic preparation criteria for no more than three years beyond the most recently completed graduate comprehensive examination or other milestone that places them into the dissertation stage.

Faculty members completing a research-based doctoral degree in their primary area of teaching will be considered to have met the initial academic preparation criteria for SA.

B. Sustained Engagement Activities. The following criteria are used as the basis of judgment for determining if a faculty member meets the sustained engagement activities criteria for the Scholarly Academic classification [a]:

Research Proficiency. Over the previous five years, Scholastic Academics must publish a minimum of two (2) peer-reviewed research articles in academic journals relevant to the mission of the School of Business. (Acceptable academic journals include those with acceptance rates of at least a 50% or less as indexed by leading bibliographic sources, are frequently cited, and are readily available to researchers through major academic libraries and the internet OR in writing faculty will justify to the SoB Merit Committee how the publication aligns with the School of Business mission, teaching, and local economic development. Normally, conference proceedings, non-peer-reviewed journals, and vanity press titles are not acceptable for this criterion. In addition, the journal publication must adhere to the School of Business Predatory Journal Policy) One textbook, published by a leading academic press with significant national or international distribution, may substitute for one journal article. Additionally, an ABA accredited law school review or journal article will count as the equivalent of one peer-reviewed academic journal. Successful external grants of $100,000 or more can substitute for one journal or law review article.

Academic Engagement Proficiency. Over the previous five years, Scholarly Academics must maintain active academic engagement as evidenced by the production of a minimum of *three* (3) intellectual contributions such as:

1. Peer-reviewed or invited conference presentation [b]
2. Publication of a conference proceedings paper [b]
3. Publication of an original article in a non-peer-reviewed journal or periodical
4. Publication of an original article in an edited volume published by an academic press
5. Publication or revision of a textbook
6. Publication of an authored or edited volume published by an academic press
7. Publication of original research in an open source, non-peer-reviewed, electronic journal
8. Publication of a business case study by an academic press
9. Service as an editor, associate editor or editorial board member of an established academic journal or periodical
10. Publication of a book review in an academic or practitioners' journal
11. Receipt of a peer-reviewed funded grant that supports the School of Business
12. Receipt or renewal of a professional certification that enhances the classroom and research
13. Service as a major officer for an academic association or scholarly organization
14. Production of other scholastic or creative works that further the mission of the school and are validated by the SoB Leadership Team
15. Awarding of a patent
16. Receipt of a certification directly related to classroom teaching

[a] Faculty member who recently competed a terminal degree will need to be working towards the sustained engagement activities but will be considered SA five years from the date the degree is received. Faculty member who recently obtained ABD status will need to be working towards the sustained engagement activities but will be considered SA three years from the date of the most recently completed graduate comprehensive examination or another milestone that places them into the dissertation stage.
[b the] same research paper cannot be counted in more than one category.

III. Practice Academics (PA). To be classified as a Practice Academic, faculty members must satisfy *both* the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

   A. **Initial Academic Preparation.** Normally, the doctoral degree requirements for Practice Academics are the same as those outlined in Section II. A. for Scholarly Academics. Exceptions to these criteria may be made on a case-by-case basis as evaluated by the SoB Leadership Team relative to the school mission and overall university needs.

   B. **Sustained Professional Engagement Activities.** Evidence of sustained professional engagement for Practice Academics should include full time professional employment in the primary teaching area OR *significant* activities including research proficiency and academic engagement proficiency as outlined below:

   Research Proficiency. Over the previous five years, Scholastic Academics must publish a minimum of one (1) peer-reviewed research article in an academic journal relevant to the mission of the School of Business. (Acceptable academic journals include those with acceptance rates of at least a 50% or less as indexed by leading bibliographic sources, are frequently cited, and are readily available to researchers through major academic libraries and the internet OR in writing faculty will justify to the SoB Merit Committee how the publication aligns with the School of Business mission, teaching, and local economic development. Normally, conference proceedings, non-peer-reviewed journals, and vanity press titles are not acceptable for this criterion. In addition, the journal publication must adhere to the School of Business Predatory Journal Policy) One textbook, published by a leading academic press with significant national or international distribution, may substitute for one journal article. Additionally, an ABA accredited law school review or journal article will count as the equivalent of one peer-reviewed academic journal. Successful external grants of $100,000 or more can substitute for one journal or law review article.

   Academic Engagement Proficiency. Over the previous five years, Practicing Academics must maintain active academic engagement as evidenced by the production of a minimum of *four* (4) intellectual contributions such as:

   1. Substantial consulting project or activities – unique clients/projects
   2. Service on corporate or non-profit boards
   3. Production and delivery of substantial professional development activities including classes, seminars, and/or industry training
   4. Consultation or research for economic development agencies
   5. Regular maintenance or acquisition of professional certifications and/or licenses
   6. Invited professional public speaking
   7. Faculty internship at an organization
   8. Awarding of a patent
   9. Employment on a regular part-time basis or ownership or management of a profitable business with substantial annual revenues
   10. Peer-reviewed or invited conference presentation [a]
   11. Publication of a conference proceedings paper [a]
   12. Publication of an original article in a non-peer-reviewed journal or periodical
   13. Publication of an original article in an edited volume published by an academic press
   14. Publication or revision of a textbook

15. Publication of peer-reviewed teaching cases
16. Publication of an authored or edited volume published by an academic press
17. Publication of original research in an open source, non-peer-reviewed, electronic journal
18. Publication of a business case study by an academic press
19. Service as an editor, associate editor or editorial board member of an established academic journal or periodical
20. Publication of a book review in an academic or practitioners' journal
21. Receipt of a peer-reviewed funded grant that supports the School of Business
22. Receipt or renewal of a professional certification that enhances the classroom and research
23. Service as a major officer for an academic association or scholarly organization
24. Production of other scholastic or creative works that further the mission of the school and are validated by the SoB Leadership Team

[a] The same research paper cannot be counted in more than one category.

To be considered significant, an engagement activity must result in lasting impact on the client, the public, or the faculty member.

IV. **Scholarly Practitioners (SP).** To be classified as a Scholarly Practitioner, faculty members must satisfy *both* the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

A. **Initial Academic Preparation.** Faculty members classified as Scholarly Practitioners must meet minimum standards in for academic preparation prior to employment.

Academic Preparation. Faculty members holding Scholarly Practitioner status will have obtained a non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of the School of Business.

In limited cases, faculty members without an earned master's degree may serve as Scholarly Practitioners if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweigh their lack of a graduate degree. Such cases must further the mission of the college and be validated by the SoB Leadership Team.

B. **Sustained Engagement Activities.** Over the previous five years, Scholarly Practitioners must maintain sustained engagement activities to include both *research proficiency* and *academic engagement proficiency* as outlined for Scholarly Academics.

V. **Instructional Practitioners (IP).** To be classified as an Instructional Practitioner, faculty members must satisfy *both* the initial academic and professional preparation criteria and the sustained engagement criteria over the previous five years. An instructional practitioner can transition to a scholarly practitioner if the faculty member pursues an active research agenda that meets the scholarly practitioner criteria.

A. **Initial Academic and Professional Preparation.** Faculty members classified as Instructional Practitioners must meet minimum standards in both academic and professional preparation prior to employment.

Academic Preparation. Faculty members holding Instructional Practitioner status will have obtained a non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of the School of Business.

In limited cases, faculty members without an earned master's degree may serve as Instructional Practitioners if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweigh their lack of a graduate degree. Such cases must further the mission of the college and be validated by the SoB Leadership Team.

Professional Preparation. Instructional Practitioners will demonstrate significant professional achievements relevant to their primary teaching area prior to their date of hire. Significant professional achievements are defined as professional full-time employment at a level of responsibility and duration appropriate for the course(s) that the faculty members are assigned to teach. This employment should be significant to be defined, and include working in industry, business, government or education for a significant duration to be determined, or under consideration a period of three years for introductory undergraduate courses, four years for upper level undergraduate courses, and five years for master's courses.

Publicly recognized professional expertise is defined as the attainment of significant professional certifications and/or licenses awarded by industry-specific organizations or governmental agencies. Acceptable credentials must include demonstration of acquired knowledge and skills and continuing education. Faculty members with professionally recognized expertise but without significant professional achievements as defined above are limited to teaching undergraduate courses in their area of expertise.

B. **Sustained Professional Engagement Activities.** Evidence of sustained professional engagement for Instructional Practitioners should include full time professional employment in the primary teaching area for at least 7 years OR over the previous five years, Instructional Practitioners must maintain sustained engagement activities to include both *research proficiency* and *academic engagement proficiency* as outlined for Practice Academics.

VI. **Administrators:** Due to their full-time work in furthering the SoBus mission and guiding the SoBus in meeting its scholarly productivity, SoBus administrators, including the College of Business and Technology dean, are considered Scholarly Academic. Faculty returning to academic appointments after administrative appointments will be given Scholarly Academic status for four years or the length of their administrative appointment, whichever is less. At the end of that period, the faculty member is expected to meet all criteria to continue Scholarly Academic status.

VII. **Other Qualifications (OQ).** Faculty members who do not meet the criteria for Scholastic Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner are categorized as holding Other Qualifications. To further the school mission, OQ faculty members are encouraged to acquire additional academic preparation and/or conduct additional professional engagement activity in order to be reclassified.

VIII. **Implementation.** The appropriate qualification and engagement category for all School of Business faculty members will be determined each spring semester. Faculty members will convey to director the category they wish to be assigned. The burden is on the faculty member to

demonstrate that they have sufficiently met these requirements. Final determination of the appropriate category will be made by the director in consultation with the dean and validated by the SoB Leadership Team. Annual performance reviews, current curriculum vitae, and other appropriate documentation provided by faculty members may be used in making a classification determination.

As faculty members are completing their scholarly and professional work, the faculty members should be cognizant of the impact of their work. Faculty members should note the impact of their work in their annual performance review documents.

Newly hired faculty members will be classified at the time of employment. Faculty qualification status will be valid for the forthcoming academic year or until such time as a new qualification status is determined.

IX. **Faculty Deployment Plan**: The Northwestern State SoBus is committed to achieving its mission. To fulfill its mission, the SoBus needs to ensure faculty resources exceed the AACSB minimum expectation. Thus, the SoB seeks to maintain a highly qualified faculty that meets the following guidelines in all areas:

Scholarly Academic: 50% - 65%
Practice Academic: 10% - 20%
Scholarly Practitioner: 5% - 20%
Instructional Practitioner: 5% - 20%
Other: < 10%

FULL TIME FACULTY EVALUATION: Calendar Year 2018

☐ Scholarly Academic (SA) ☐ Practice Academic (PA) ☐ Scholarly Practitioner (SP) ☐ Instructional Practitioner (IP) ☐ Other (OQ)

SECTION 1: MINIMUM REQUIREMENTS*:

Listed in the tables below are the minimum requirements for a faculty member within each respective category to maintain employment with Northwestern State University's College of Business and Technology. Baseline qualifications are established in discussion with the Dean. Satisfactorily meeting all minimum requirements <u>does not</u> indicate that the conditions required for obtaining merit or tenure have been satisfied.

SCHOLARLY ACADEMIC (SA)	Satisfactory Met/On Track to Meet Expectations	Unsatisfactory** Did Not Meet/Not on Track to Meet Expectations	FACULTY SUPPORT, EVIDENCE AND REMARKS (filled out by faculty) (Indicate N/A where appropriate
The faculty:			
1. Holds the appropriate credentials: **SA – Research Based Doctorate or JD**			
2. Demonstrated sustained engagement: Provides evidence of research proficiency - **2** peer reviewed research articles over 5 years (Minimum)			
3. Demonstrated academic engagement: Provides evidence of **3** intellectual contributions over 5 years			
4. Demonstrated community engagement, innovation, and impact: Provides evidence of at least **5 hours** per year*			
5. Completes teaching duties as assigned by Dean and/or Department Coordinator			

*Community Engagement, Innovation & Impact activities may include both NSU and outside NSU activities. These hours may not be duplicated elsewhere.

**Additional documentation is required in the COMMENTS SECTION when faculty does not meet expectations.

COMMENTS:

(filled out by Director/Dean)

1.

2.

3.

4.

5.

PRACTICE ACADEMIC (PA)	Satisfactory Met/On Track to Meet Expectations	Unsatisfactory** Did Not Meet/Not on Track to Meet Expectations	FACULTY SUPPORT, EVIDENCE AND REMARKS (filled out by faculty) (Indicate N/A where appropriate)
The faculty:			
1. Holds the appropriate credentials: **PA - Research Based Doctorate or JD**			
2. Demonstrated sustained engagement: Provides evidence of **5** unique engagement categories (consulting, board membership, certifications) over 5 years			
3. Demonstrated community engagement, innovation, and impact: Provides evidence of at least **10 hours** per year*			
4. Completes teaching duties as assigned by Dean and/or Department Coordinator			

*Community Engagement, Innovation & Impact activities may include both NSU and outside NSU activities. These hours may not be duplicated elsewhere.

**Additional documentation is required in the COMMENTS column when faculty does not meet expectations.

COMMENTS:
(filled out by Director/Dean)

1.

2.

3.

4.

5.

SCHOLARLY PRACTITIONER (SP)	Satisfactory Met/On Track to Meet Expectations	Unsatisfactory** Did Not Meet/Not on Track to Meet Expectations	FACULTY SUPPORT, EVIDENCE AND REMARKS (filled out by faculty) (Indicate N/A where appropriate)
The faculty:			
1. Holds the appropriate credentials: **SP – Earned MBA or related master's degree/Professional Qualifications***			
2. Demonstrated active academic engagement: Provides evidence of **5** academic contributions (publications, seminars, guest lecture, etc.) over 5 years***			
3. Demonstrated community engagement, innovation, and impact Provides evidence of at least **15 hours** per year*			
4. Completes teaching duties as assigned by Dean and/or Department Coordinator			

*Community Engagement, Innovation & Impact activities may include both NSU and outside NSU activities. These hours may not be duplicated elsewhere.

**Additional documentation is required in the COMMENTS column when faculty does not meet expectations.

***Professional Qualifications (for Teaching): Significant professional achievements, 3 years significant employment for intro UG courses, 4 years for Upper Level UG courses, 5 years for Masters.

COMMENTS:
(filled out by Director/Dean)

1.

2.

3.

4.

5.

INSTRUCTIONAL PRACTITIONER (IP)	Satisfactory Met/On Track to Meet Expectations	Unsatisfactory** Did Not Meet/Not on Track to Meet Expectations	FACULTY SUPPORT, EVIDENCE AND REMARKS (filled out by faculty) (Indicate N/A where appropriate)
The faculty:			
1. Holds earned the appropriate qualifications: **IP – Earned MBA or related master's degree/Professional Qualifications***			
2. Demonstrated academic engagement: Provides evidence of **significant activity in 3** unique <u>engagement categories</u> (consulting, board membership, certifications) over 5 years.			
3. Demonstrated community engagement, innovation, and impact: Provides evidence of at least **20 hours** per year*			
4. Completes teaching duties as assigned by Dean and/or Department Coordinator			

*Community Engagement, Innovation & Impact activities may include both NSU and outside NSU activities. These hours may not be duplicated elsewhere. A table of acceptable service activities is located at _____.
**Additional documentation is required in the COMMENTS column when faculty does not meet expectations.
***Professional Qualifications (for Teaching): Significant professional achievements, 3 years significant employment for intro UG courses, 4 years for Upper Level UG courses, 5 years for Masters.

COMMENTS:
(filled out by Director/Dean)

1.

2.

3.

4.

OTHER (OQ)

OQ faculty are encouraged to acquire additional academic preparation and/or conduct additional professional engagement activity in order to be reclassified.

SECTION 2:

TEACHING EFFECTIVENESS*:

BEHAVIORAL EXPECTATIONS	Satisfactory Met/On Track to Meet Expectations	Unsatisfactory** Did Not Meet/Not on Track to Meet Expectations	COMMENTS Filled out by Director/Dean
The faculty:			
1. Prepared and made available course syllabi/calendar, and/or resource packets on the first day of classes.			
2. Followed the syllabus and applied it fairly.			
3. Demonstrated excellent knowledge of the course content.			
4. Stimulated critical thinking and analysis among students in class.			
5. Used evidence-based information to develop course content.			
6. Presented course content and materials clearly and in a well-organized manner.			
7. Encouraged students to conduct library searches, use online resources; read extra materials in preparation for class.			
8. Encouraged students to ask questions and express their viewpoints.			
9. Used a variety of education aids, materials, activities and/or technologies to help clarify course content.			
10. Was consistently available as a resource to students during posted office hours.			
11. Arrived (or posted) to class on time and completed class on time.			
12. Consistently responded to students in a respectful manner in class and email.			
13. Submitted mid-semester/final grades and end of semester course reports on time.			

*Based on COBT's Values of Engagement, Innovation, and Impact
**Additional documentation is required in the COMMENTS column when faculty does not meet expectations.

NOTE: Please be aware while this section does not go into your points on the merit sheet, the Dean/Director/Department Head can consider your satisfactory/unsatisfactory scores in the determination of merit.

CIVILITY AND PROFESSIONAL BEHAVIOR*:

BEHAVIORAL EXPECTATIONS	Satisfactory Met/On Track to Meet Expectations	Unsatisfactory** Did Not Meet/Not on Track to Meet Expectations	COMMENTS Filled out by Director/Dean
The faculty:			
1. Consistently demonstrated professional behavior (e.g., appropriate language, dress, and conduct) while on campus, in class or anytime s/he is representing the university or college.			
2. Avoided cell phone use/distractors in class, and committee meetings except in emergencies or when accessing course/meeting related information.			
3. Volunteered and helped to "get the job done" when extra help was needed.			
4. Arrived to work on a regular basis, on time, and for a sufficient amount of time. Did not abuse time away for lunch.			
5. Maintains 10 unencumbered office hours every week, or appropriate leave is taken per COBT policy. Hours are posted and reasonable to serve student, program, and University needs.			
6. Treated communities of interest (students, peers, administrative assistants, administration and the public) with respect.			
7. Demonstrated civility, respect, caring, honesty, etc. at all times.			
8. Used critical thinking to provide safe, effective, timely solutions to problems/issues.			
9. Assumed responsibility for notifying the appropriate persons/departments of unsafe situations, academic occurrences, etc., by completing the necessary documentation and/or forms.			
10. Ensured absences were approved and covered with timely submission of appropriate paperwork to the correct persons.			
11. Consistently followed and upheld university and departmental policies.			
12. Consistently demonstrated a positive, helpful and encouraging attitude towards students and peers.			
13. Consistently demonstrated "team" attitude with all colleagues, acting in the best interest of NSU, COBT, and students.			
14. Used appropriate chain of command.			
15. Completed and submitted payroll documents in a timely and accurate manner			
16. Completed, in a timely manner, all mandatory education (e.g. Preventing Sexual Harassment, Ethics, Driving, etc.) and forms (Outside Employment, etc.) required by the university.			

* Based on COBT's Values of Engagement, Innovation, and Impact

**Additional documentation is required in the COMMENTS column when faculty does not meet expectations.

NOTE: Please be aware while this section does not go into your points on the merit sheet, the Dean/Director/Department Head can consider your satisfactory/unsatisfactory scores in the determination of merit.

DEPARTMENTAL, UNIVERSITY AND COMMUNITY SERVICE*:

BEHAVIORAL EXPECTATIONS	Satisfactory Met/On Track to Meet Expectations	Unsatisfactory** Did Not Meet/Not on Track to Meet Expectations	COMMENTS Filled out by Director/Dean
The faculty:			
1. Attended all required commencement ceremonies, faculty development events, and scheduled meetings.			
2. Actively and willing participated in departmental/ university accreditation efforts (AACSB, AAFCS, ETAC, SACSCOC).			

*Based on COBT's Values of Engagement, Innovation, and Impact

**Additional documentation is required in the COMMENTS column when faculty does not meet expectations.

NOTE: Please be aware while this section does not go into your points on the merit sheet, the Dean/Director/Department Head can consider your satisfactory/unsatisfactory scores in the determination of merit.

ADVISING*:

BEHAVIORAL EXPECTATIONS	Satisfactory Met/On Track to Meet Expectations	Unsatisfactory** Did Not Meet/Not on Track to Meet Expectations	COMMENTS Filled out by Director/Dean
The faculty:			
1. Made arrangements to have advising appointments covered or rescheduled in case of unavoidable absence.			

*Based on COBT's Values of Engagement, Innovation, and Impact

**Additional documentation is required in the COMMENTS column when faculty does not meet expectations.

NOTE: Please be aware while this section does not go into your points on the merit sheet, the Dean/Director/Department Head can consider your satisfactory/unsatisfactory scores in the determination of merit.

SUPERVISOR'S OVERALL RECOMMENDATION:

☐ **Met Expectations**   ☐ **Did not Meet Expectations**

_____   _____

FACULTY SIGNATURE   College of Business & Technology   Date

_____   _____

SUPERVISOR   SIGNATURE   Date
Program Director   College of Business & Technology

_____   _____

DEPARTMENT HEAD   SIGNATURE   Date
Department Head   College of Business & Technology

_____   _____

DEAN SIGNATURE   College of Business & Technology

Date

Appendix 12: Engagement Activities

Academic Engagement Activities

- Peer-reviewed or invited conference presentation
- Publication of a conference proceedings paper
- Publication of an original article in a non-peer-reviewed journal or periodical
- Publication of an original article in an edited volume published by an academic press
- Publication or revision of a textbook
- Publication of an authored or edited volume published by an academic press
- Publication of original research in an open source, non-peer-reviewed, electronic journal
- Publication of a business case study by an academic press
- Service as an editor, associate editor, or editorial board member of an established academic journal or periodical
- Publication of a book review in an academic or practitioners' journal
- Receipt of a peer-reviewed funded grant that supports the School of Business
- Receipt or renewal of a professional certification that enhances the classroom and research
- Service as a major officer for an academic association or scholarly organization
- Completion of a dissertation
- Production of other scholastic or creative works that further the mission of the school and are validated by the School of Business leadership team

Professional Engagement Activities

- Substantial consulting project or activities – unique clients/projects
- Service on corporate or non-profit boards
- Production and delivery of substantial professional development activities including classes, seminars, and/or industry training
- Consultation or research for economic development agencies
- Regular maintenance or acquisition of professional certifications and/or licenses
- Invited professional public speaking
- Continued professional employment in the primary teaching area
- Submission of grants (may be non-peer-reviewed) that support the School of Business
- Other appropriate professional activities as approved by the appropriate School of Business administrator

Community Engagement Activities

- Presentations to Classes – Peers
- Recruiting Events
- Hour of Code
- Demons Coding Club
- Demon Tech Clinic
- Literary Rally
- FBLA
- Registration Roundup
- Student Clubs

- Community Organizations (If Related to NSU COBT and/or its mission)
- University Committees
- Review of journal articles
- NSU/BPCC Cyber Competition

Appendix 13: Curricula Revision From 2015 to 2019

Timeline	Revisions	Factors	Changes
Spring 2019	BUAD – Major Curriculum change	Adherence to Board of Regents and University requirements	Finance (110I); International Business (110L); Management (110J); and Marketing (110K) concentrations to Business Administration program. Added BUAD 4900 [2 credit hours] to each to align with required 23 credit hours needed.
	CIS – Major Curriculum Change	Performance in classroom and industry hiring patterns	CIS 3970 – change prerequisites; CIS 4030 – change prerequisites; Deleted Core Programming concentration; Revised Application Development, Cyber Security, and Web Development concentrations
Fall 2018	BUAD- Interdisciplinary Course Collaboration		Public Facilities Management (256D) requirements to (20 semester hours) BUAD 3250; MKTG 3230; MGT 3220, 4370; UPSA 3000, 3600; 2 hours approved elective credit.
	CIS- Interdisciplinary Course Collaboration		Fine and Graphic Arts (214E) concentration-collaborative courses which include CIS 1030; 2040, 2980, 3020
	BUAD-Minor Course Changes	Assessment, faculty and student feedback.	BUAD 2120 – change prerequisites; MGT 4300 – course description, prerequisites changes and syllabus; MGT 4320-course description and prerequisites; and MKTG-prerequisite changes.
	BUAD – Major Curriculum change	University requirement to add meaningful, relevant experiential learning experiences in a two-course sequence for all university majors.	Redesigned MGT 4300 to be the first required experiential learning course. Redesigned and added MGT 4320 as the second required experiential learning experience; delete 3 credit hours of business elective any level to maintain the required 120 credit hour program.
Spring 2018	BUAD - Major Program change	Adherence to Board of Regents and University requirements; Business and Industry Feedback and Business Trends	Entrepreneurship (110N) concentration to Business Administration program. 24 semester hours to include BUAD 4000 (05), BUAD 4190; FIN 4120; FIN 4220; MGT 4450; MGT 4700; MKTG 4370; & MKTG 4500.

	CIS - Major Curriculum change and Course changes	Student and industry feedback	Added new courses: CIS 2040 – Introduction to Video Game Development, CIS 3800 – Enterprise Operating Systems, and CIS 4230 – Advanced Network Implementation and Administration Revised description and/or prerequisite: CIS 2050, CIS 3400, CIS 3700, CIS 3900, CIS 3970, CIS 3980, CIS 4080, and CIS 4220 Added new concentration: Cyber Security Revised concentrations: Application Development, Networking & Systems Management, and Web Development
	CIS – Change in Certifications	Industry Feedback	Removed course credit for TestOut; Added course credits for Server+, Microsoft Exam 70-742 (part of the MCSE series), and Cisco CCNA
Spring 2017	CIS – Major Curriculum change and Course changes	Student and industry feedback; Faculty expertise and student performance	Revised description and/or prerequisite: CIS 2100, CIS 2980, CIS 3020, CIS 4020, CIS 4030, CIS 4070, and CIS 4080 Revised concentrations: Application Development Core Programming, Networking & Systems Management, and Web Development
	BUAD – Course changes	Student performance in classroom	Revised description and/or prerequisite: BUAD3270 and BUAD3280
Fall 2016	BUAD – Course changes		Deleted courses: BUAD3610 – Introduction to Oil and Gas Industry FIN 3620 – Introduction to Oil and Gas Finance Change course description: BUAD4000
Spring 2016	BUAD – Course Change		Change BUAD4290 to BUAD4900 after initial creation of BUAD4290 – Senior Seminar Revised description: ACCT1040 and BUAD3260

			Revised program to add BUAD4900 and 1 additional hour of academic elective by eliminating COMM1010 Added new concentration: Business Analytics
	CIS – Curriculum Addition/Change and Course Changes		Created PBC in Business Analytics Added new courses: CIS 3410 – Certified Ethical Hacking CIS 3970 – Secure Programming Principles Revised concentrations: Application Development, Networking & Systems Management, and Web Development Added new concentration: Core Programming Revised program to add BUAD4900 and additional CIS classes by eliminating academic elective and COMM1010
	ACCT – Curriculum Change		Revised program to add 3 hours of academic elective by eliminating COMM1010
Fall 2015	BUAD – Major Curriculum Change		Added new concentration: International Business
	CIS – Change in Certifications		Allowed for course for certifications: MOS in Word, IC3 Living Online, MOS in Excel, CompTIA A+ or TestOut PC Pro, CompTIA Net+ or TestOut Network Pro, CompTIA Security+ or TestOut Security Pro, Cisco CCENT, or Cisco CCNA
	BUAD – Core Requirement		Added BUAD2200 to the University Communication Core

During this time period of review, there were no overall program changes that would impact all three majors.

Supporting documentation can be found under Curriculum Review Council Minutes at https://www.nsula.edu/registrar/.